DOCUMENT RESUME

ED 143 779 CE 011 805

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TITLE	Health Occupations. Nursing Assistant.
INSTITUTION	Orange County Public Schools, Orlando, Fla.
NOTE	195p.; Best copy available
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS	Career Education; Curriculum Guides; Educational Objectives; *Entry Workers; Fused Curriculum; *Health Occupations Education; *Individualized Instruction; Instructional Materials; Job Skills; *Learning Activities; Learning Modules; *Nurses Aides; Post Secondary Education; Skill Development; Student Evaluation; *Vocational Development

ABSTRACT

Materials contained in this package are designed for use with students interested in the occupation of nurses aide. The package has two sections, one which looks closely at the job and the student, and the other--the curriculum phase--which concerns actual student use of learning activity packages (LAPs). These two components together form a "job entry," a unit of work which, when completed by the student, insures his training in a designated job skill. Components of the developmental or preliminary phase, placed at the beginning of the job entry for use by the instructor, includes the following components: Description of student population, job description, task listing sheet, task detailing sheets, job prerequisites, prerequisite test, and job objectives. The curriculum phase for use by students contains a LAP package for each of 13 tasks performed by nurses aides. Each LAP includes both vocational materials and fused, related academic materials from a variety of disciplines. The following components are also included: Directions, goal, specific objectives, activities, study and work sheets, pretest, posttest, and evaluation sheet. A composite list of all reference materials used within LAPs is provided as well as suggestions for implementation of LAPs. (TA)

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ED143779

HEALTH OCCUPATIONS

NURSING ASSISTANT

INITIAL DEVELOPMENT

BY

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ORANGE COUNTY VOCATIONAL SCHOOL

SID HOOFMAN, DIRECTOR

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CE 011 805

TO THE INSTRUCTOR

THE JOB ENTRY PACKAGE

The materials in this package have been developed in two distinct sections -- the developmental phase which looks closely at the job and the student, and the curriculum phase designed for actual student use (Learning Activity Packages). These two components together form a "Job Entry" -- a unit of work which, when completed by the student, insures his training in a designated job skill.

COMPONENTS OF THE JOB ENTRY PACKAGE

I. Developmental or Preliminary Phase - (blue sheets) placed at the beginning of the Job Entry for use by the instructor.

Includes the following components:

A. Description of Student Population: designed to describe the type of student for whom the curriculum was developed.

B. Job Description: a brief description of the job. This forms the basis for developing the job entry curriculum. (Course Description is used in "Introduction" packs.)

C. Task Listing Sheet: a breakdown of the job into specific tasks. (Not included in "Introduction" packs.)

D. Task Detailing Sheets: placed before each learning activity package to indicate steps in performing specific vocational tasks being dealt with in package; includes the type of performance of each task (manipulation, discrimination, recall, etc.) and the learning difficulty of each. (Not included in "Introduction" packs.) Vocational instructional objectives are fashioned from these details.

E. Job Prerequisites: listing of standards student must meet before gaining entrance to a specific job entry study.

F. Prerequisite Test: checklist to be used by the instructor to determine if student meets stated prerequisites. Includes suggested types of tests to be used.

G. Job Objectives: a composite list of all vocational and related academic objectives which must be met by student in order to be certified in a particular job entry. Individual LAP packages are fashioned from these objectives.

II. Curriculum Phase - (white sheets) for use by students. One LAP package is developed to correspond with each task detailing sheet. The LAP package includes both vocational materials and fused, related academic material in a variety of disciplines.

Includes the following components:

A. directions.

B. goal of package: states package's broad objective and includes statement of minimum acceptable performance.

C. specific objectives: states the expected behavior changes in the student.

D. activities: those specific things the student must do to accomplish stated specific objectives.

E. study and work sheets: included within package for particular activities.

F. Pretest: a test instrument to be administered before giving students package; this is used to determine if the students need to cover material within package. If student proves his competency, he may take post test and, if results are satisfactory, proceed to the next LAP.

G. Post Test: a test instrument to be administered upon completion of learning activity package. If student completes successfully, he may continue to next LAP within job entry.

H. Evaluation sheet: a checklist used by the instructor to record student progress.

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Bibliography: a composite list of all reference material used within LAPs.

SUGGESTIONS FOR IMPLEMENTATION OF LEARNING ACTIVITY PACKAGES

Using individualized instruction, (LAPs), requires some changes in classroom methods. Since individualizing instruction allows the student to move at his own pace according to his particular abilities, it allows him to gain self-reliance; it also necessitates that the instructor assume the additional role of manager and director.

Individualized instruction prods the student to plot his own course, while the instructor acts as a guide to insure that course is a fruitful one.

The following suggestions are designed to aid the instructor in his new role as classroom manager and director.

1. For activities involving discussions, films, speakers, field trips or demonstrations by instructor, group participation is often necessary. In such cases the instructor should simply stop individual work on LAPs and proceed with group activities. If necessary, students may be briefly refreshed at the appropriate time on content of demonstration, film, etc., either by teacher, fellow student or printed outline of material covered.

   If available, a resource center containing films, tapes, etc., could also be utilized to allow the student who has missed a group film showing, etc., to "catch up" individually.

2. Teachers often find themselves swamped with students clamoring to have activities checked, evaluation sheets signed, etc.

   A good method for avoiding this is to design a "Key" for each LAP (or at least for those activities where a "Key" method would be plausible), allow the student to grade his own LAPs and, if desired, complete his own evaluation sheet.

   This method has the advantage of allowing the student to see why he has "missed" a particular question. Seeing the correct answer will force him to re-evaluate his thinking and, thus, enhance the learning process. If he does not understand a particular answer, he has this opportunity to discuss it with the instructor and correct his thinking before taking the post test.

   Secondly, by completing his own evaluation sheet, the student gains a sense of accomplishment as each activity is checked off and he evaluates his progress and recognizes any weak areas.

   Of course, there is the problem of the dishonest student who copies the "Key." The solution to this problem is to design a post test which is comprehensive enough to cover all material within a package. This post test is then graded by the instructor. At this time, the student who has cheated in his package completion will be exposed and can be instructed to redo the package's activities. This procedure shifts the responsibility for proper completion of LAPs to the shoulders of the student, eliminating irritating and unnecessary prodding by the instructor.

HINT: It is a good idea to establish a permanent area for use of the "Key" to avoid its being misplaced.

3. One classroom procedure which avoids a great deal of confusion and use of teacher time is the development of a good filing system.

   It is a good idea to use a filing cabinet (boxes will do) to hold all LAPs, Keys, Supplemental Material, etc., to be utilized by students. Label these clearly to allow the students to get materials as they are needed. This will eliminate the necessity of interrupting the teacher each time a resource is needed.

   HINT: If desired, students can be required to sign for materials on a sign out sheet.

4. A file folder should be maintained for each student; evaluation checklists, indicating successful completion or stated objectives, should be faithfully filed in this folder. Pretests and post tests may also be included as a part of the student's file.

5. A record should be made charting student progress in the completion of LAPs. The following example might be employed:

		LAP #1	LAP #2	LAP #3
Student's Name	Date Completed P.T. grade: COMMENTS:			
" " "	" "			
" " "	" "			

6. Students often learn best by working in teams; pair or group students and allow them to work together whenever practical. Let brighter students help slower ones.

If a student reaches an activity which requires a partner (role playing, etc.), ask if any other students in the class are about ready for the particular activity -- if so, let those students work together. If a student appears to be either far ahead or far behind in his activities, it may be necessary for the instructor to be the "partner."

7. It might be helpful to post a printed list of class procedures and include the locations of various materials incorporated in LAPs.

8. If a few students are moving ahead of the class, you may wish to design supplemental packages which go into greater depth on the subject being studied, or include "enrichment" activities within regular packages to be done by those who have exceptional capabilities.

9. Where the team approach is utilized and the student uses the same package in a number of classes, it is often wise for the teacher or teacher's aide to collect and distribute packages to avoid loss.

10. It is also suggested that the instructor maintain a master copy of all materials used indicating necessary changes for purposes of future revision.

Though it does involve some changes in methods and philosophy, the individualized LAP approach has many advantages and great potential for meeting the needs of all learners. Through implementation of the above suggestions, and additional ideas of your own, you will find it a rewarding and exciting teaching experience.

DESCRIPTION OF STUDENT POPULATION

Physical Characteristics --------------- Male or female eighteen (18) to 60 years old or older. Adequate vision and hearing. Good body health and function. Satisfactory mental health.

Education ------------------------------- 7th grade reading level. Speaks and writes English.

Motivation ------------------------------ Interested in helping people. Desires a job in the medical world.

Interests ------------------------------- Likes people, is medically oriented, desires recognition.

Attitudes, Biases and Prejudices ------- Needs self-discipline, uses good judgement and is considerate of others. Some students are program-supported and unaware of job demands. Many lack needed confidence, and some have had repeated failures in life. Older students are usually worried about their academic abilities. Many students must have their self-image elevated by the instructor.

HEALTH OCCUPATIONS

JOB DESCRIPTION

JOB ENTRY - NURSING ASSISTANT

Under the supervision of a nurse, attends to basic aseptic procedures, cares for and operates equipment in patient unit. Administers oral care, assists patient with personal hygiene and body functions, aids in lifting and moving patient and in patient feeding. Applies some hot and cold applications, administers enemas and manages Foley catheters. Measures and records liquid intake and output, records vital signs, performs some laboratory tasks and assists in patient transfer, admission, discharge and pre and post operative care.

Demonstrates understanding and empathy in interpersonal relationships with patients, regardless of age, sex or race.

HEALTH OCCUPATIONS

TASK LISTING SHEET

JOB ENTRY - NURSING ASSISTANT

NO.	TASK	FREQUENCY OF PERFORMANCE	IMPORTANCE	LEARNING DIFFICULTY
1	Identifies disinfectants and autoclaving tools.	Daily	1	Easy
2	Makes medical beds and operates patient unit equipment.	Daily	1	Moderate
3	Administers oral and bed bath care.	Daily	1	Moderate
4	Identifies and understands structure, functions and needs of physical body.	Daily	1	Moderate
5	Aids in moving patient and administering enemas.	Daily	1	Moderate
6	Manages Foley catheter equipment and measures and records liquid intake and output.	Daily	1	Difficult
7	Understands patient's nutritional needs and serves special and regular diets.	Daily	2	Moderate
8	Obtains and records patient's vital signs.	Daily	1	Difficult
9	Collects specimens and performs some laboratory tasks.	Frequently	1	Moderately Difficult

HEALTH OCCUPATIONS

TASK LISTING SHEET

JOB ENTRY - NURSING ASSISTANT

NO.	TASK	FREQUENCY OF PERFORMANCE	IMPORTANCE	LEARNING DIFFICULTY
10	Uses some methods of hot and cold applications, gives sitz baths and applies methods of restraints.	Frequently	2	Moderate
11	Assists in admitting, transferring and discharging patients.	Frequently	2	Moderately Easy
12	Assists in pre and post operative care.	Frequently	2	Moderate
13	Completes job application and job interview.	Seldom	2	Difficult

HEALTH OCCUPATIONS

JOB PREREQUISITES

JOB ENTRY - NURSING ASSISTANT

1. Student must have the use of both legs and arms.
2. Student must have functional eyesight.
3. Student must have satisfactory mental health.
4. Student must be able to speak and write English.
5. Student must be able to perform the basic arithmetic operations of addition, subtraction, multiplication and division.
6. Student must be able to read at the 7th grade level.
7. Student must have transportation to clinical areas.
8. Student must have two acceptable character references.
9. Student must have a social security card.
10. Student must have a current health card (within three months).
11. Student must have an up-to-date immunization record.
12. Student must have a neat and clean appearance.
13. Student must have completed a personal history questionnaire.
14. Student must satisfactorily complete school administered or approved aptitude tests.
15. Student must be willing and able to follow instructions.

HEALTH OCCUPATIONS

PREREQUISITES TEST

JOB ENTRY - NURSING ASSISTANT

		Yes	No
1.	The student does have the use of both legs and arms. Counselor observation.	____	____
2.	Student does have functional eyesight. Teacher observation or vision test.	____	____
3.	Student does have satisfactory mental health. Student-Counselor interview.	____	____
4.	Student can speak and write English. Student-Counselor conference.	____	____
5.	Student can perform the basic arithmetic operations of addition, subtraction, multiplication and division. Counselor administered math test.	____	____
	Score ____________		
6.	Student can read at 7th grade level. Counselor administered test.	____	____
	Score ____________		
7.	Student does have transportation to clinical areas. Student-Counselor conference.	____	____
8.	Student does have two acceptable character references. Student-Counselor conference.	____	____
	References: ________________________________ ________________________________		
9.	Student does have social security card. Student-Counselor conference.	____	____
	Social Security #: ________________________		
10.	Student does have current health card (within 3 months).		
	Date: __________________		
	Card #: __________________		

HEALTH OCCUPATIONS

PREREQUISITE TEST

JOB ENTRY - NURSING ASSISTANT

	Yes	No
11. Student does have up-to-date immunization record. Student-teacher conference.		
12. Student has a neat and clean appearance. Counselor observation.		
13. Student has completed a personal history questionnaire. Counselor records.		
14. Student has satisfactorily completed school administered or approved aptitude tests. Counselor administered tests.		
Score ____________		
15. Student is willing and able to follow instructions. Student-Counselor conference.		

ADDITIONAL COMMENTS ON STUDENT-COUNSELOR CONFERENCE:

HEALTH OCCUPATIONS

JOB OBJECTIVES

JOB ENTRY - NURSING ASSISTANT

1. To develop in the Nursing Assistant student those skills necessary for identifying disinfectants and auto-claving tools as evidenced by his ability to complete the following with 90% accuracy:

    a. identify given disinfectant solutions.

    b. identify given auto-claving devices.

    c. list steps involved in proper handwashing technique.

    d. demonstrate to the instructor the proper handwashing technique.

    e. draw and identify a pathogen.

    f. spell and define a given list of related terms.

2. To assist the Nursing Assistant student in developing those skills needed to make professional medical beds and operate all patient unit equipment as evidenced by his ability to complete the following with 90% accuracy:

    a. operate the different types of bedside rails.

    b. identify all equipment and furniture in a patient unit.

    c. operate all patient unit equipment.

    d. make occupied and unoccupied beds using proper bed-making techniques.

3. To develop in the Nursing Assistant student the skills for administering complete oral and bed bath care as evidenced by his ability to complete the following with 90% accuracy:

    a. name selected oral and denture care articles.

    b. administer and receive oral and bed bath care in role playing situations.

    c. define a given list of related terms.

4. To develop in the Nursing Assistant student an understanding of the structure, functions and needs of the physical body ad evidenced by his ability to complete the following with 90% accuracy:

   a. shave a male patient in a role playing situation.

   b. list and demonstrate ways of preventing decubitus ulcers.

   c. identify and explain a teacher selected list of body structures and functions.

   d. identify and use elimination tools.

5. To develop in the Nursing Assistant student those skills necessary for using proper body mechanics and administering enemas as evidenced by his ability to complete the following with 90% accuracy:

   a. demonstrate to the instructor

      1. moving a patient up in bed with one worker; with two workers.

      2. dangling a patient.

      3. assisting a patient out of bed.

      4. helping a patient to walk.

      5. placing a patient in a chair.

      6. moving a patient into a wheelchair.

      7. transferring a patient onto a stretcher.

      8. moving an unconscious patient onto a stretcher.

   b. identify the 2 types of enemas and the usage of each by completing teacher given exercises.

   c. demonstrate an understanding of the procedure of administering an enema by completing teacher selected exercises.

   d. administer an enema to a mannikin.

   e. demonstrate an understanding of given patient care terms and their abbreviations by interpreting and rewriting given medical instructions.

6. To develop in the Nursing Assistant student the skills necessary for using a catheter and measuring and recording liquid intake and output as evidenced by his ability to complete the following with 90% accuracy:

    a. demonstrate to the instructor

        1. taping a catheter to leg.

        2. attaching bag to bed.

        3. making a LOOP and pinning tubing to bed.

        4. operating side rails after equipment is in place.

    b. describe, in writing, the graduate.

    c. demonstrate the ability to measure and record liquid intake and output by completing a given exercise.

7. To develop in the Nursing Assistant student a basic knowledge of nutritional needs and an awareness of the correlation between good nutrition and good health as evidenced by his ability to complete the following with 90% accuracy:

    a. given illustrations of a well-fed and poorly fed child, compare their physical characteristics.

    b. list 6 basic nutrients and an example of one food containing each of the listed nutrients.

    c. demonstrate a knowledge of the function of 6 basic nutrients by completing a teacher selected exercise.

    d. plan, in writing, a breakfast menu which includes foods containing each of the 6 basic nutrients.

    e. list 5 protein foods.

    f. given illustrations of food products, identify, in writing, a major nutritional substance in each.

    g. demonstrate an understanding of the importance of identifying the proper food tray for each patient by completing a selected exercise.

    h. define, in writing, given types of diets.

8. To develop in the Nursing Assistant student the skills necessary to take and record a patient's vital signs as evidenced by his ability to complete the following with 90% accuracy:

   a. list the 4 vital signs.

   b. demonstrate an understanding of the thermometer and methods of using it by completing teacher selected exercises.

   c. demonstrate a knowledge of the methods of taking pulse by completing given exercises.

   d. demonstrate an understanding of the reasons and procedures for counting respiration by completing teacher selected exercises.

   e. take and record the T.P.R. of two classmates.

   f. take and record the blood pressure of at least two persons.

9. To develop in the Nursing Assistant student the skills necessary to collect various specimens, perform related laboratory tasks and recognize medical abbreviations as evidenced by his ability to complete the following with 90% accuracy:

   a. given a specimen collecting tray, identify given types of specimen collectors.

   b. demonstrate an understanding of the nursing assistant's obligations when obtaining given specimens by completing an assigned role playing activity.

   c. obtain a urine specimen and complete a sugar and acetone test using specified experimental methods.

   d. demonstrate an understanding of containers for and methods of collecting specimens by completing given assignments.

   e. recognize given medical abbreviations by completing a teacher given assignment.

10. To develop in the Nursing Assistant student the skills necessary for using hot and cold applications, giving a sitz bath and using given methods of restraints as evidenced by his ability to complete the following with 90% accuracy:

   a. demonstrate an understanding of the procedures for using a water bottle by completing given assignments.

   b. demonstrate an understanding of the procedures for giving a sitz bath by answering selected questions.

c. demonstrate the use of sheet restraint, wrist restraint, and posey in a bed, chair and wheelchair.

d. demonstrate a knowledge of the nursing assistant's responsibilities in using a K-pad by completing a teacher given assignment.

11. To develop in the Nursing Assistant student an awareness of the duties and responsibilities of the nursing assistant when admitting, transferring and discharging a patient as evidenced by his ability to complete the following with 90% accuracy:

    a. demonstrate an understanding of the obligations of a nursing assistant when admitting a patient by answering given, related questions.

    b. demonstrate methods of admitting a patient and noting pre-admission patient abnormalities by participating in a selected role playing activity.

    c. demonstrate a knowledge of procedures and obligations involved in transferring and/or discharging a patient by completing a teacher given assignment.

12. To develop in the Nursing Assistant student an awareness of the responsibilities and procedures involved in pre and post operative patient care as evidenced by his ability to complete the following with 90% accuracy:

    a. demonstrate an understanding of the nursing assistant's responsibilities in pre-operative care by answering given, related questions.

    b. demonstrate an understanding of the meaning of and procedures associated with the N.P.O. order by completing a teacher selected activity.

    c. demonstrate a knowledge of the nursing assistant's responsibilities in post-operative care by answering given, related questions.

13. To develop in the Nursing Assistant student the skills necessary for applying for a job as evidenced by his ability to complete the following with 90% accuracy:

    a. demonstrate an understanding of the importance of securing dependable references when applying for a job by participating in a class discussion.

    b. List three references which might be used on a job application.

c. demonstrate an understanding of proper conduct during a job interview by participating in a related role playing activity.

d. complete, in writing, a job application form.

NOTE: The Nursing Assistant course may be implemented as either closed or open ended. In either course, the job objectives are the same; however, the opened ended course is designed to meet the following criteria:

GENERAL OBJECTIVES OF THE OPEN ENDED NURSING ASSISTANT COURSE

1. To allow new students entry into the course each week or every other week and the opportunity to graduate upon their competent completion of the required performances.
2. To have the course more accessible to a greater number of students.
3. To have graduated Nursing Assistants absorbed into the community in fewer numbers, but on a more frequent basis.
4. To allow the more proficient students the opportunity to finish the course on a performance based criteria if employment is assured.
5. To allow the slower students additional time to prove their performance.
6. To allow students re-entry to the course on any entry day and to continue from where they had terminated their studies as established by a permanent record file kept on each student listing accomplishments to date.

ORANGE COUNTY VOCATIONAL SCHOOL 325 N. PALMETTO ST. ORLANDO, FL

MR. SIDNEY HOOFMAN, DIRECTOR MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

ORIENTATION

NAME ______________________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida 32805

ORIENTATION

I. Directions

1. Read the entire package carefully. If you need help, see instructor.
2. Complete the learning activities.
3. See instructor to complete the evaluation sheet.

II. Goal: To develop in the Nursing Assistant student an understanding of the duties, responsibilities and role of the Nursing Assistant in the medical team.

III. Specific Objectives

The student will

1. complete the necessary registration card and liability insurance forms.
2. verify immunization record and health card with the instructor.
3. demonstrate correct usage by using the student manual and the learning activity package.
4. state orally or in writing the need for following the student codes and required uniform regulations.
5. explain orally or in writing all the duties and responsibilities of the Nursing Assistant.
6. state orally or in writing the role of the Nursing Assistant.

IV. Activities, Materials and Resources

1. Participate in a teacher-lead discussion concerning the completion of all forms, and complete the following:

    a. Registration Card
    b. Liability Insurance Form

2. Take completed registration card and insurance form to the office. While there, do these things:

    a. Pay fees
    b. Pickup student manual and arm patch.

3. Present to your instructor for verification your immunization record and health card.

4. Listen to and participate in a demonstration of the use:

    a. The Student Manual, "Being a Nursing Aide."
    b. The Learning Activity Package

5. Study 1) The Student Code, 2) Uniform Regulations, pages 4-6 of this package and be able to state orally or in writing the need for following the procedures listed therein.

6. View Audio-Scan Tape FC-1, "Introduction," and FC-2, "Duties." The Librarian will assist. Explain orally or in writing all duties and responsibilities of the Nursing Assistant.

7. Study Chapter 1, pages 1-5, Student Manual. Using information gained from your reading and viewing activities, complete questions 1-5, page 7, of this package.

Assignment

To prepare for next lesson, study the remainder of Chapter 1 and Chapter 3. Complete chapter tests. Score your own tests.

ISN'T

THIS

GREAT?

STUDY SHEET FOR ACTIVITY #5

STUDENT CODES

ORANGE COUNTY VOCATIONAL SCHOOL NURSING ASSISTANT COURSE

PULL THIS CODE OUT OF YOUR LAP AND KEEP IT FOR REFERENCE

You have been selected and accepted for this course, and you will be learning a great deal in a short period of time. You now need to become familiar with the rules of our school so that everyone knows what is expected of them as acceptable behavior, and all will be happy here.

To begin, if for any reason you cannot attend school, you are required to call the school with explaination. If you are in the clinical area, you must call the Health Occupations office here at school before 7:30 a.m. Our telephone numbers are these: 425-1507 and 425-1508. Your Instructor checks with the school each day about absences. You will have patient assignment and if you cannot attend, patient care will have to be re-assigned.

In order to succeed in this program, you must put forth your own effort. You will be working with LAP (learning activity packets) at your best pace. Your Instructor will always be there to help you as you need help.

You will finish one LAP at a time and be signed off on your Evaluation sheet as you complete each task. Occasionally, you will receive a test to determine your progress.

You may not smoke or eat in the halls, classrooms or lab. area. You may smoke in the cafeteria and outdoors. There will NOT be any gum chewing anytime. It is very unprofessional to chew gum while in uniform.

There are no parking places within 2 blocks of the school.

You may NOT lounge around in the lab or elsewhere. If you bring your lunch, put it in the refrigerator in the lab to keep it fresh.

Students are responsible for the appearance of our areas, and should help clean up all teaching equipment and return it to the proper place.

You are encouraged to use our library and help will be given to you willingly. Remember! LIBRARIES ARE QUIET PLACES.

Do not bring credit cards or valuables with you. Bring as little money as you need and be mindful that personal belongings can be lost, both at the school and at the hospitals.

If any student is suspected or caught taking a patient's belongings the Sheriff's Department is usually called in to review the matter. If doubt is created which cannot be resolved, the student would be asked to resign,as we cannot entrust the life of a patient to the care of a person we could not trust.

As you leave today, please realize that you will no longer be the same person. With your training, you are now headed for a part of a vital, honored and respected profession.

WELCOME TO THE MEDICAL TEAM!!!

REMEMBER:

To receive your certificate, 180 hours must be registered, as attendance time. If you have to be absent, watch your hours! You will be required to put in necessary hours before the certificate will be issued to you.

STUDY SHEET FOR ACTIVITY #5

UNIFORM REGULATIONS

1. PULL THIS SHEET OUT OF YOUR LAP AND KEEP IT.

2. Bathe daily and maintain personal body cleanliness.

3. A satisfactory deodorant must be used and if it does not function well for you, your Instructor will counsel you about freshness.

4. Hair style must not be dramatic while on duty, and no hair ornaments will be worn. Be sure your hair is clean and neat and KEPT UP OFF THE COLLAR.

5. We have chosen a neat, attractive uniform and we hope you will wear it very proudly. Your uniform may not be worn shopping or anywhere other than school business. No other jewelry except wedding rings and nurse's watch may be worn with your uniform.

6. Ladies please wear a full slip under your uniform. The uniform length may be just above your knees or longer. Your uniform is a symbol of the medical field and short styles are not accepted by the hospitals we work with.

7. Wash your uniform daily and press out the wrinkles. Natural colored stockings will be worn.

8. Your shoes must be clean! Try to buy shoes that will support your feet; those feet are in for a lot of mileage.

9. You may wear colorless nail polish and keep your nails short; no need to stab that patient, he's got enough troubles already.

10. All facial make-up should be subdued, but attractive.

11. Male assistants will wear white trousers and a white shirt, or you may wear the white professional top. White sneakers or regular shoes may be worn.

12. You will sew your identification patch on the left sleeve, centered one inch below the shoulder seam.

13. Get into full uniform this week as quickly as possible.

BE NEAT!

BE CLEAN!

BE PROUD!

WORKSHEET FOR ACTIVITY # 7

The Health Team

The doctors

make the decisions
and write the orders

The nurses

carry out the orders
and care for patients

The Nursing Assistants

1. Good bedside care
2. Observations
3. Reporting

1. Who is with the patient most of the time?____________________
2. Who would see changes in a patient's condition the fastest?

____________________________.

3. Who is depended upon to report these changes?________________
4. Who is a vital link in the Medical Team?____________________
5. Who must be alert and dependable?________________________

NURSING ASSISTANT

ORIENTATION

EVALUATION NAME____________________

The student can

	Date Completed	Initial
1. complete registration card and insurance form.	____________	______
Social Security #________________		
2. verify health records.		
a. health card	____________	______
b. immunization record 1. by private doctor ______ 2. by health department______	____________	______
c. immunizations 1. diphtheria ______ 2. tetanus ______ 3. polio ______	____________	______
3. use the student manual and learning activity package.	____________	______
4. state the need for following student codes and uniform regulations.	____________	______
5. explain all duties and responsibilities of the Nursing Assistant.	____________	______
6. state the role of the Nursing Assistant.	____________	______

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: IDENTIFIES DISINFECTANTS AND AUTO-CLAVING TOOLS

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Identifies various disinfectant solutions found on Demonstration Tray #1.	Recall	Moderately Easy
2	Identifies auto-claving proof items found on Demonstration Tray #2.	Recall	Moderately Easy
3	Uses proper handwashing technique.	Manipulation	Moderate

ORANGE COUNTY VOCATIONAL SCHOOL 325 N. PALMETTO ST. ORLANDO, FL
MR. SIDNEY HOOFMAN, DIRECTOR MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

DISINFECTANTS

LAP #1

Wow! How about that for clean?

NAME ______________________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

410 Woods Avenue

Orlando, Florida 32805

DISINFECTANTS

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. See instructor for pretest.

3. Complete the learning activities.

4. Complete the post test.

   A score of 90% on the post test is needed as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student the necessary skills to identify disinfectants and auto-claving tools.

III. Specific Objectives

The student will

1. identify all disinfectant solutions found on Demonstration Tray #1.

2. spell and define a given list of related words.

3. identify all auto-claving proof devices found on Demonstration Tray #2.

4. list steps involved in proper handwashing technique.

5. demonstrate to the instructor the proper handwashing technique.

6. draw and identify a pathogen.

DISINFECTANTS

IV. Activities, Materials and Resources

1. Examine Demonstration Tray #1, "Disinfectants."

   a. Observe the various solutions and identify them.

   Solution Name and Color

   1. ____________________ ____________________
   2. ____________________ ____________________
   3. ____________________ ____________________
   4. ____________________ ____________________
   5. ____________________ ____________________
   6. ____________________ ____________________

   b. Which do you think is the stronger solution,

   Zephiran 1:750__________ or Zephiran 1:1000__________?

   c. If you used your bathtub at home and into it you poured 1 quart of Zephiran and then added 750 quarts of water, you would have a Zephiran 1:750 strength.
   Empty your bathtub!
   Now pour into your bathtub 1 gallon of Zephiran and then add to your tub, 1000 gallons of water. You would have a strength of Zephiran 1:1000.
   Now, which is the stronger solution? Finish this written strength.

   Zephiran 1:______________.

   d. Observe a teacher demonstration of how Tray #1 disinfectants are used.

2. Obtain a medical dictionary from the cabinet and sign-out for it. Look up and define a given list of related words on page 4 of this package.

3. Study Demonstration Tray #2. These are some of the tools used to prove that adequate auto-claving has taken place. Complete the study questions on page 5 of this package.

4. a. View Trainex film A-17, Medical Asepsis. Pretend you are standing at a hospital sink, now write down your procedure.

DISINFECTANTS

IV. Activities cont.

b. Demonstrate the correct handwashing technique to your instructor.

c. Read "Asepsis" on pages 6 and 7 of this package.

5. Study pages 3-5, Student Manual, and, in the space below, draw and identify a pathogen.

ASSIGNMENT: Read chapters 2 and 5 in Student Manual to prepare for bed making tomorrow.

DISINFECTANTS

Worksheet for Activity #2

Related Word Definition

1. asepsis ______________________

2. disinfectant ______________________

3. autoclave ______________________

4. litter ______________________

5. oral ______________________

6. sterilization ______________________

7. emesis ______________________

8. urinal ______________________

9. gatch bed ______________________

10. bacteria ______________________

11. sterile ______________________

12. infection ______________________

13. pathogen ______________________

DISINFECTANTS

Worksheet for Activity #3

1. Examine Demonstration Tray #2. Now explain the importance of the items below:

    a. light colored tape ______________________________

    b. light colored tape with dark slanting lines ______________

    ____

    c. green tape with dark brown lines ____________________

    ____

    d. green tape with pale brown lines ____________________

    ____

    e. little glass capsule with white pill _________________

    ____

    f. little glass capsule with rosy-red pill ________________

    ____

2. Would you know whether a medical supply was autoclaved or not?

    ____________ If you do not understand this question, see your instructor for further discussion.

Study Sheet for Activity #4c:

ASEPSIS

INTRODUCTION
GENERAL PRECAUTIONS
DISINFECTION AND STERILIZATION
YOUR ROLE IN ASEPSIS

INTRODUCTION

Cleanliness

When you hear someone use the expression "as clean as a hospital," do you think about what it really means? Those who work in a hospital know how important cleanliness is. Keeping a hospital clean is so important that it has been made one of your first nursing lessons. Soon you will be placed in a permanent position in your hospital. It is important for you to know why a hospital must be kept exceptionally clean and how it is done.

Unseen Enemies. You can keep a house clean by washing or wiping away all the dirt or dust you can see. You can keep a hospital clean by applying many of the same methods you use in keeping your own house clean. There is one big difference: a hospital must also be kept clean of an unseen enemy. Tiny live organisms, too small to be seen by the naked eye, exist all around us. They can be seen only with the aid of a microscope and are called *microorganisms* (Fig. 3-1).

It may surprise you to know that an area of your hand about the size of a dime may at any time contain as many as 10,000 microorganisms. Not all microorganisms are harmful. Furthermore, the healthy human body has a remarkable capacity for defending itself against those microorganisms that can do it injury. Our modern way of life with its emphasis on sanitation and cleanliness helps us combat harmful types of microorganisms such as germs and bacteria.

What Asepsis Is

When any given area is free from disease-producing microorganisms or infection, it is

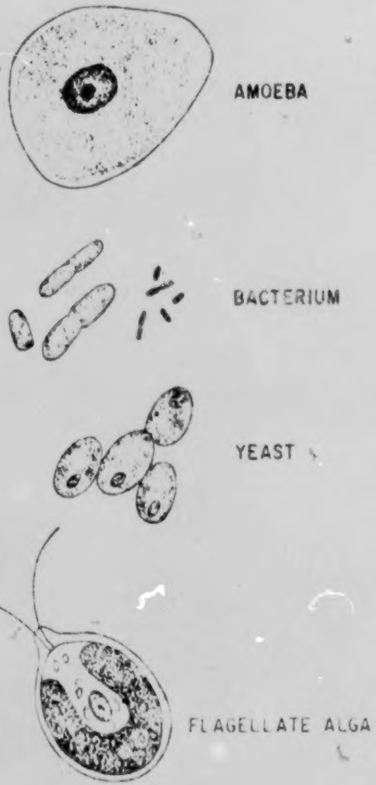

Fig. 3-1. Types of tiny organisms living around us by the millions but visible only through a microscope.

said to be in a state of *asepsis*. The term can be applied to surgical situations as well as to medical ones. The practice of keeping an area in an aseptic state is referred to in the hospital as *aseptic technique*.

Surgical asepsis is complete sterilization and total absence of bacteria from an area such as a wound. It is of prime importance in the operating room.

Medical asepsis is protection of patients and hospital personnel from infection or reinfection through the transfer of pathogenic microorganisms from one person to another.

You might ask, "How do I know if any germs are present when I can't see them?" This is a sensible question.

Each hospital has a group of persons whose function is to check the incidence and spread of infection. This group is often called the Infection Committee. Usually, it is made up of doctors with representatives from the bacteriology laboratory, Administration, and Nursing Service.

As a committee, these people analyze all instances of infection reported in the hospital from any source. The laboratory, at their request, collects and analyzes *cultures* taken from various surfaces throughout the hospital (Fig. 3-2). It reports to the committee and to the department concerned the increased incidence of harmful *bacteria* (certain one-celled microorganisms) in any area where an increase is found. Immediate steps are then taken to correct the condition (Fig. 3-3).

CONTROLLING MICROORGANISMS

Physical Means	Chemical Means
Incineration	Surface-Active Detergents
Baking	Halogens (Iodine)
Moist Heat	Metals (Mercury, Zinc)
Pressurized Steam	Alcohols
Cold and Freezing	Phenols
Drying	Fumigation
Radiation	Gases and Mists
Filtration	Acids

Fig. 3-3.

Aseptic technique is used before harmful bacteria have a chance to appear and take hold in an area. The main emphasis is on preventing their invasion, transportation, and growth. This aspect of hygienic management is a science in itself. In this lesson, you will learn some of the basic underlying principles of asepsis.

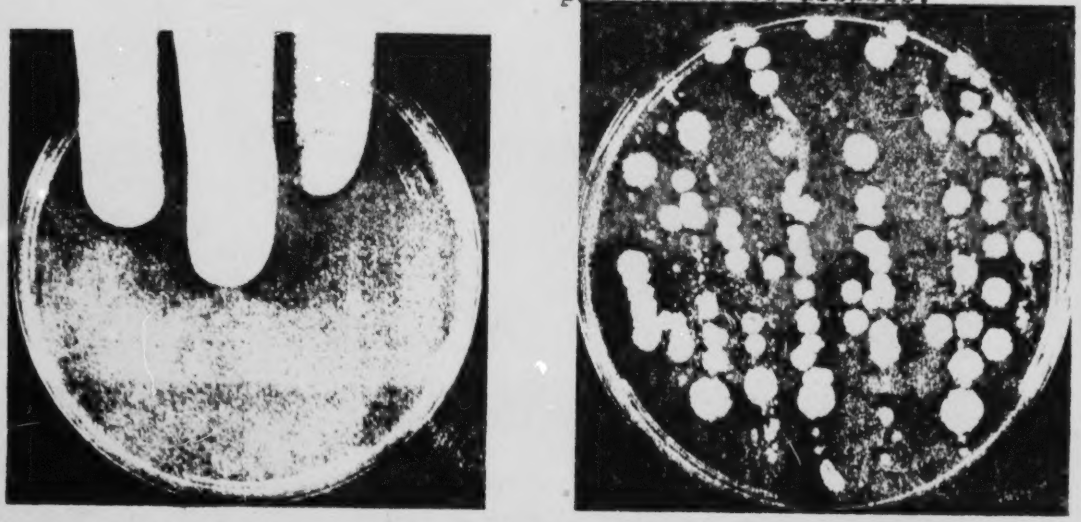

Fig. 3-2. Bacteria planted on a sterile agar plate will multiply extensively in 48 hr.

NURSING ASSISTANT

DISINFECTANTS

LAP #1

PRE AND POST TEST

NAME ______________________________

1. Which would be the stronger disinfectant, aqueous zephiran 1:750 or aqueous zephiran 1:1000?

2. Define autoclave ____
____

3. What is an autoclave tape? ___________________________________
____

4. After you have finished drying your hands, how do you turn off the sink taps? ____
____

5. Name an article we would disinfect. ___________________________

6. Name an article that would be autoclaved. _____________________
____

7. What must you remember to do before touching your patient? ______
____

TRUE or FALSE

_____ 1. Germs do not hide under your finger nails.

_____ 2. In the hospital, weakened patients can get infections easier.

_____ 3. It is part of our duties to protect the patient in all matters of cleanliness.

_____ 4. It doesn't matter if your own hair is dirty.

_____ 5. The patient's recovery depends on medical asepsis.

DISINFECTANTS

PRE AND POST TEST cont.

Match the word with the proper meaning:

1.	sterile	_____ a particular solution used for disinfecting
2.	infection	_____ free of surface dirt
3.	medical asepsis	_____ solutions which kill bacteria
4.	disinfectant	_____ process of destroying bacteria
5.	bacteria	_____ free from living micro-organisms
6.	sterilization	_____ a time when the body has been invaded by germs
7.	clean	_____ keeping free of germs in the medical world
8.	Zephiran	_____ microorganisms

NURSING ASSISTANT

DISINFECTANTS

LAP #1

EVALUATION

NAME ____________________

The student can	Date Completed	Initial
1. identify disinfectant solutions.		
2. spell and define a given list of related terms.		
3. identify auto-claving tools.		
4. list steps in handwashing technique.		
5. use proper handwashing technique.		
6. draw and identify a pathogen.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: IDENTIFIES, OPERATES AND USES PATIENT UNIT FURNITURE AND EQUIPMENT

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Operates different types of side rails.	Manipulation	Easy
2	Identifies patient unit furniture and equipment.	Recall	Easy
3	Operates patient unit equipment.	Manipulation	Easy
4	Uses proper bed making techniques.	Manipulation	Moderate
5	Explains use of patient unit articles.	Recall	Easy

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MR. SIDNEY HOOFMAN, DIRECTOR MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

THE PATIENT UNIT

LAP #2

HOT DOG!

I put the top sheet wrong side up, and the bottom sheet right side UP?

NAME ____________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida 32805

THE PATIENT UNIT

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. See instructor for pretest.

3. Complete the learning activities.

4. Complete the post test.

   A score of 90% is needed on the Health Occupations post test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student the skills needed to make professional medical beds and operate all patient unit equipment.

III. Specific Objectives

The student will

1. operate the different types of bed side rails.

2. identify all equipment and furniture in a patient unit.

3. operate all patient unit equipment.

4. using proper bed making techniques, make occupied and unoccupied beds.

5. define and/or explain use of a given list of words and articles.

THE PATIENT UNIT

IV. Activities, Materials and Resources

1. View Trainex #6, Better Up Than Sorry. Go to lab and practice operating the different types of side rails.
2. Study page S-1, Student Manual, and complete the study questions and activities on page 3 of this package.
3. View Audio-Scan Tape FC-8, Bed Making. Observe an instructor demonstration of making an unoccupied bed. Practice making an unoccupied bed. When satisfied, see instructor for check.
4. Observe an instructor demonstration of making an occupied bed. Practice making an occupied bed. When satisfied, see instructor for check.
5. Define and/or explain the use of each of the words and articles found on page 4 of this package.

ASSIGNMENT

1. In preparation for tomorrow's lesson, choose a partner. One will be the patient, the other the Nursing Assistant. The patient will bring her comb, tootbrush and paste, deodorant, etc. The Nursing Assistant will administer oral and bed bath care and make an occupied bed. The roles will be reversed the next day.
2. Study Chapter 7 in the Student Manual.

THE PATIENT UNIT

Study Questions for Activity #2:

1. A patient unit is the temporary home for a patient while he is in the hospital. Does it matter whether he is in a ward or a private room?

2. Look in you manual, page S-1, for reference to the patient unit and list the articles he will need.

   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
   e. ______________________
   f. ______________________
   g. ______________________
   h. ______________________
   i. ______________________
   j. ______________________

3. Operate the Gatch Bed and the electrical variable bed in all positions. What is a Gatch handle?

4. Have you practiced placing the gatch handle beneath the bed so that no one trips over it?

5. List 4 things you can do to make the patient's temporary home more comfortable.

   a. ____
   b. ____
   c. ____
   d. ____

THE PATIENT UNIT

Worksheet for Activity #5:

1. gatch handle ____________________

2. emesis basin ____________________

3. urinal ____________________

4. bed pan ____________________

5. fracture pan ____________________

6. call signal ____________________

7. side rail ____________________

8. electric controls ____________________

9. draw sheet ____________________

10. overbed table ____________________

11. mitered corner ____________________

12. cuff ____________________

47

NURSING ASSISTANT

THE PATIENT UNIT

LAP #2

PRE AND POST TEST NAME________________________

1. Select the proper answer and circle the letter.

   a. You have been told by the nurse that you will be having a new admission in Room 100. Before the patient arrives, you would check the unit for:

      1. cleanliness of unit.
      2. all equipment working in good order and in place.
      3. temperature of room.
      4. the bed properly prepared to receive the patient.
      5. all of these
      6. all of these except 3.

   b. Inside the bedside table there should be:

      1. emesis basin
      2. bath basin
      3. urinal
      4. all of these
      5. all of these except 3

   c. A patient deserves privacy when:

      1. using a bed pan
      2. having a bath
      3. reading
      4. being examined
      5. all of these
      6. all of these except 3

2. When the patient is admitted there are some additional necessary pieces of equipment you should teach the patient how to use; name them.

   a.________________________ d.________________________

   b.________________________ e.________________________

   c.________________________

3. List 5 things you could do to make the new patient more comfortable in his unit.

   a.____

   b.____

   c.____

NURSING ASSISTANT

THE PATIENT UNIT

LAP #2

PRE AND POST TEST cont. NAME ____________________

d. ____

e. ____

4. TRUE or FALSE (circle the correct letter)

    a. T F Making mitered corners on hospital beds helps keep the bedding smooth.

    b. T F Side rails are always pulled up.

    c. T F Making the hospital bed from one side is to preserve our energy.

    d. T F Wrinkles in the bed clothes don't cause problems.

    e. T F There are different ways of making a hospital bed.

5. List some disposable articles the patient may take home with him.

    a. ___________________________ d. ___________________________

    b. ___________________________ e. ___________________________

    c. ___________________________

6. Fill in the correct words:

    a. Before you touch the patient, you must ____________________

    ____

    b. Pull the curtains and assure the patient that he will have

    ____

    c. The open end of the pillow case should always face

    ________________________________ from the hall.

NURSING ASSISTANT

THE PATIENT UNIT

LAP #2

PRE AND POST TEST cont. NAME ______________________

d. A definition of a patient's unit is: ______________________

____

____

e. If a piece of your clean linen falls on the floor, you must

____

7. For 20 points, write the procedure you would use if you were assigned to make an unoccupied bed in Room 100.

NURSING ASSISTANT

THE PATIENT UNIT

LAP #2

EVALUATION

NAME ____________________

The student can	Date Completed	Initial
1. operate the different types of bed side rails.		
2. identify all equipment and furniture in a patient unit.		
3. operate all patient unit equipment.		
4. using proper bed making techniques, make occupied and unoccupied beds.		
5. define and/or explain the use of a given list of words and articles.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: ADMINISTER ORAL AND BED BATH CARE

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Name oral and denture care articles found on Demonstration Tray #3.	Recall	Easy
2	Administers oral and bed bath care.	Manipulation	Moderate
3	Receives oral and bed bath care.	Manipulation	Easy

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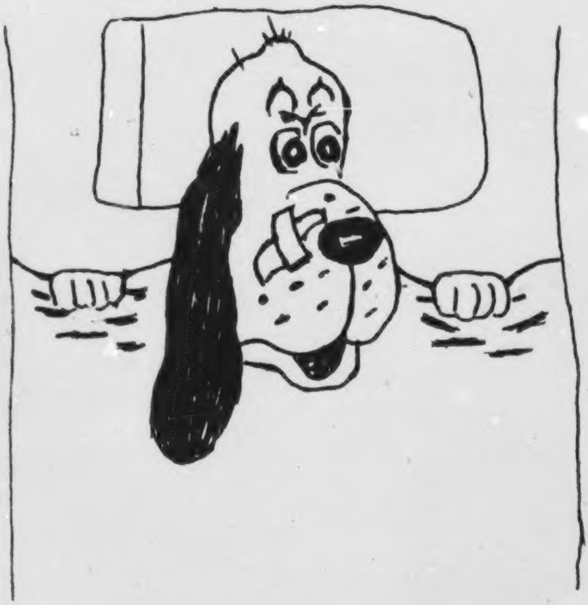
MR. SIDNEY HOOFMAN, DIRECTOR   MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

ORAL AND BED BATH CARE

BED BATHS

LAP #3



You gonna What?

NAME ______________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida   32805

ORAL AND BED BATH CARE

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.
2. See instructor for pretest.
3. Complete the learning activities.
4. Complete the post test.

   A score of 90% is needed on the post test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student the skill for administering complete oral and bed bath care.

III. Specific Objectives

The student will

1. name oral and denture care articles found on Demonstration Tray #3.
2. administer and receive oral and bed bath care in role playing situations.
3. define a given list of words.

ORAL AND BED BATH CARE

IV. Activities, Materials and Resources

1. Obtain Demonstration Tray #3, "Oral and Denture Care." Study and complete items on study sheet, page 3, of this package.
    a. For further understanding of proper oral care, view Trainex D-#9, Oral Care.
2. View Audio Scan #9, Bed Bath, and Trainex A-#14, Bed Bath. Study and complete items on study sheet, page 4, of this package.
3. Select a partner, administer and receive oral and bed bath care when lab bed is available.
4. Define the words found on pages 5-8 of this package. Ask instructor to pronounce the words with which you are not familiar.

ASSIGNMENT

1. Study Chapter 6 in the Student Manual.

ORAL AND BED BATH CARE

Study Sheet for Activity #1

Every patient must have some type of oral care as part of his bath, even if he is in a coma.

What does coma mean? ____

Encourage the patient to use as much self-help as possible. Assist him as he needs it. When you give your patient-bath today, use the emesis basin for tooth care.

When your patient has dentures, it is an embarrassing thing for him to have someone else clean them. Sometimes he will actually refuse care to keep the Nursing Assistant from having to do this task. Our attitude is very important!

Usually the patient will remove them and place them in the emesis basin for you. If he cannot, use a dry washcloth to gently pry them loose. You may soak them in the emesis basin in the sink. Sometimes they have a chemical cleaner they use on their dentures.

ALWAYS remember, those teeth cost money, so be careful. It is safest to fill the sink partially with water, so that should the plate slip from your hand, it will fall into the water and not be harmed.

If the lips are dry, you may use a swab on the outside of his mouth to keep the lips moist. Do you see the Glycerine and lemon swabs?

______________ Sometimes the patient cannot drink or speak------ just because his lips are too dry. Watch for this!

Name the articles on the Oral Care tray.

ORAL AND BED BATH CARE

Study Sheet for Activity #2

REMEMBER:

a. Identify your patient
b. Introduce yourself
c. Tell the patient what you are going to do
d. Get your linen pack including bath blanket and patient gown
e. Establish privacy
f. Patient will wear only pants under gown, since you will be giving a back rub correctly
g. If your lady patient is modest, you will realize that your PATIENT could also be modest. Allow her to wash her own chest, and today, you will pretend to assist her in "finishing" her bath.
h. What does "finishing the bath" mean?_________________________
____
i. Ask your instructor to demonstrate the backrub.
j. Change the linen with your patient in bed.

If the Nursing Assistant makes an error, the patient should be able to "catch it," and both of you discuss the error.

Your instructor will be observing you at times and assisting when necessary.

Is it important to identify the patient?__________ How do you do it accurately?

Why is it also important to tell the patient what you are going to do?

List 5 reasons for giving a good bed bath.

a.________________________________ d.____________________________
b.________________________________ e.____________________________
c.________________________________

ORAL AND BED BATH CARE

Worksheet for Activity #4

Words Definitions

1. ACETEST ______________________
2. AMBULATORY ______________________
3. ANATOMY ______________________
4. ANOREXIA ______________________
5. ARTHRITIS ______________________
6. ARTERY ______________________
7. AURICLE ______________________
8. AXILLARY ______________________
9. CARDIAC ______________________
10. CAROTID ______________________
11. CERVICAL ______________________
12. CLINITEST ______________________
13. CRANIAL ______________________

ORAL AND BED BATH CARE

Worksheet for Activity #4 cont.

14. DEFECATION

15. DEHYDRATION

16. DIABETES

17. DIARRHEA

18. ECTOMY

19. EMPATHY

20. ESOPHAGUS

21. FEMUR

22. GENITALIA

23. GERIATRICS

24. HEMOPTYSIS

25. LARYNX

26. METABOLISM

ORAL AND BED BATH CARE

Worksheet for Activity #4 cont.

27. ORAL

28. PHYSIOLOGY

29. RADIAL

30. RECTAL

31. RESPIRATIONS

32. TEMPORAL

33. THORACIC

34. THYROID

35. TRACHEA

36. URINATE

37. VEIN

38. VENTRICLE

39. VOID

ORAL AND BED BATH CARE

Worksheet for Activity #4 cont.

40. ZEPHIRAN ____

____

YOU MAY ADD ADDITIONAL WORDS TO THIS LIST AS YOU HEAR THEM IN CLASS!

NURSING ASSISTANT

ORAL AND BED BATH CARE

LAP #3

PRE AND POST TEST

NAME ____________________

1. TRUE or FALSE

______ a. It is not necessary to tell the patient what you are going to do.

______ b. If the patient cannot remove his dentures, you do not give him oral care.

______ c. Oral care is part of the bed bath.

______ d. It is important that you provide your patient with privacy during his bed bath.

______ e. A good back rub can provide both comfort and circulation.

2. There are many reasons for giving a good bed bath. List 5 reasons.

a. ____________________ b. ____________________

c. ____________________ d. ____________________

e. ____________________

3. Why is it important that you tell the patient what you are going to do?

____

____

4. Name 3 ways you can identify your patient.

a. ____________________ b. ____________________

c. ____________________

5. List the linen you obtain from the linen closet to make up your linen pack.

a. ____________________ b. ____________________

c. ____________________ d. ____________________

NURSING ASSISTANT

ORAL AND BED BATH CARE

LAP #3

PRE AND POST TEST cont. NAME ____________________

5. e. ____________________

6. List 5 bedside articles in the patient unit, which you use to give the bed bath.

a. ____________________ b. ____________________

c. ____________________ d. ____________________

e. ____________________

7. Place the correct letter on the line of the correct answer.

a.	oral	_____	false teeth
b.	emesis	_____	"finishing the bath"
c.	glycerine swab	_____	rubber sheet
d.	dentures	_____	void
e.	genitalia	_____	identification
f.	mitered	_____	kidney basin
g.	dermassage	_____	mouth
h.	patient arm band	_____	rubbing lotion
i.	urinate	_____	corner
j.	drawsheet	_____	lubricant applicator

NURSING ASSISTANT

ORAL AND BED BATH CARE

LAP #3

EVALUATION

NAME ____________________

The student can	Date Completed	Initial
1. name oral and denture care articles on Demonstration Tray #3.		
2. administer and has received oral and bed bath care.		
3. define a given list of words.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: IDENTIFIES AND EXPLAINS BODY STRUCTURE, FUNCTIONS AND NEEDS

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Uses proper male shaving techniques.	Manipulation	Moderately Easy
2	Demonstrates ways of preventing decubitus ulcers.	Recall-Manipulation	Moderately Easy
3	Identifies and explains a teacher selected list of body structures and functions.	Discrimination	Moderate
4	Identifies and uses elimination tools.	Recall-Manipulation	Easy

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MR. SIDNEY HOOFMAN, DIRECTOR
MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

BODY STRUCTURE, FUNCTIONS AND NEEDS

LAP #4

I'm sorry, my doctor won't let me outta bed.

NAME ____________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida 32805

BODY STRUCTURE, FUNCTIONS AND NEEDS

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.
2. See instructor for pretest.
3. Complete the learning activities.
4. Complete the post test.

   A score of 90% is needed on the post test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student an understanding of the structure, functions and needs of the physical body.

III. Specific Objectives

The student will

1. shave a male patient in a role playing situation.
2. list and demonstrate ways of preventing decubitus ulcers.
3. identify and explain a teacher selected list of body structures and functions.
4. identify and use elimination tools.

BODY STRUCTURE, FUNCTIONS AND NEEDS

IV. Activities, Materials and Resources

1. Observe a male patient shaving demonstration and, in a role playing situation, shave a male patient.

2. View Trainex #26, Decubiti Care, and complete the study sheet on page 3 of this package.

3. Observe and participate in an explanatory instructor demonstration of the disassembling and reassembling of a life-size torso. Answer the study questions on page 4 of this package and identify the parts of the digestive system indicated by the arrows on page 5 of this package.

4. Examine articles on Demonstration Tray #4, and view Audio-Scan #6, Body Needs. Answer the study questions on page 6 of this package.

ASSIGNMENT

1. Study Chapter 6 in the Student Manual.

Study Sheet for Activity #2:

1. What are 3 reasons for a decubitus ulcer to form?

   a. ____________________

   b. ____________________

   c. ____________________

2. Are they a nursing error? __________

3. Name some things that you could do as a Nursing Assistant to help prevent a decubitus ulcer.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

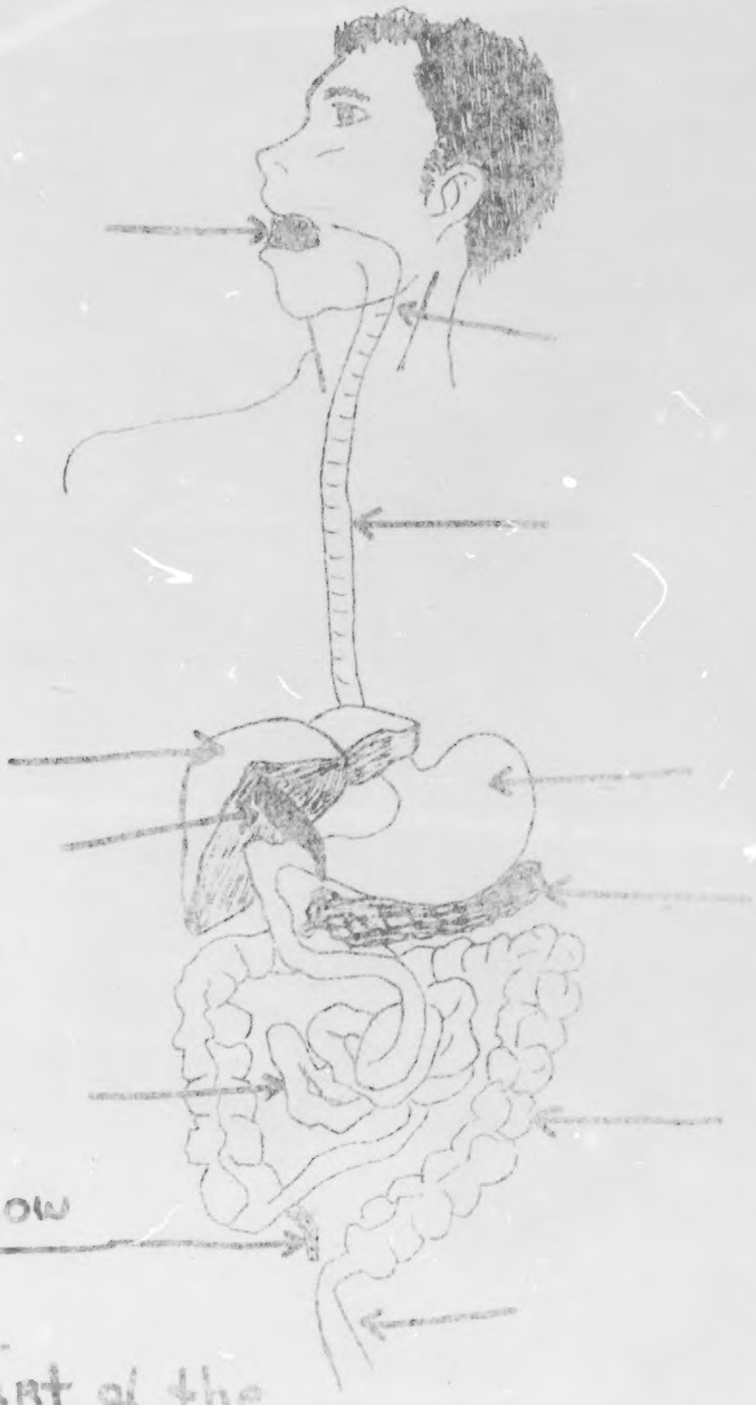
BODY STRUCTURE, FUNCTIONS AND NEEDS

Study Sheet for Activity #3:

1. What is the swallowing tube called? ____________________
2. What is the breathing tube called? ____________________
3. How many rooms or "chambers" are in the heart? ________ What are they called? ______________ and ______________
4. There are many parts to the digestive system. Name them.
   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________
   e. ____________________
   f. ____________________
   g. ____________________
   h. ____________________
   i. ____________________
   j. ____________________
5. About how long is the small intestine? ____________________
6. Does the large intestine digest food? ________
7. What does it do? ____________________
8. Why should it be better to have a patient lie on his left side to give him an enema? ____________________
9. What is the name of the long bone in your thigh? ____________________
10. What is the name of the long bone in your upper arm? ____________________
11. What are the names of the 2 long bones in your lower arm? ______________ and ______________
12. Why is it important that we know and understand some anatomy? ____________________
13. In the wrist, what artery do we feel to count the pulse? ____________________

BODY STRUCTURE, FUNCTIONS AND NEEDS

Worksheet for Activity #3 cont.



Do you know what this is?

:__________

Is it a part of the digestive system?

:__________

BODY STRUCTURE, FUNCTIONS AND NEEDS

Study Sheet for Activity #4:

1. Examine the articles on Demonstration Tray #4. Identify them.

   a. ______________________ c. ______________________

   b. ______________________

2. What is the small flat pan called? ______________________

3. Why would it be better to use this on some patients? ______________________

4. Why is it important that we place the patient on a bedpan correctly?

   ____

5. Do you think it is wise that we make it our job to lessen the patient's embarrassment about his body elimination? If you were the patient, would you be uncomfortable to see the Nursing Assistant make a bad face or comment about the smelly bedpan?

   ____

6. Must we develop professional attitudes about such things?

   ____

NURSING ASSISTANT

BODY STRUCTURE, FUNCTIONS AND NEEDS

LAP #4

PRE AND POST TEST: VOCATIONAL NAME ____________________

1. Place the letter of the correct answer on the proper BLANK line.

______	esophagus	A.	study of body structure
______	femur	B.	breathing tube
______	radial area	C.	container for urine
______	trachea	D.	bowel movement
______	anatomy	E.	big bone of the leg
______	urinal	F.	carries blood from heart
______	decubitus	G.	urinate
______	B.M.	H.	swallowing tube
______	void	I.	wrist
______	artery	J.	bedsore

2. Name 5 parts of the digestive system.

a. ____________________ d. ____________________

b. ____________________ e. ____________________

c. ____________________

3. T or F

__________ Female nursing assistants never shave a male patient.

__________ It is important that we place the patient on a bedpan correctly.

__________ Another word for bowel movement is feces.

__________ Disposable chux pads are only for babies.

NURSING ASSISTANT

BODY STRUCTURE, FUNCTIONS AND NEEDS

LAP #4

PRE AND POST TEST cont. NAME__________________________

__________ It is important that we allow privacy for the patient.

4. You must observe and report 3 important things about a B.M. Name them.

   a.____

   b.____

   c.____

5. A decubitus ulcer is a nursing error. Name 2 things that you can do to prevent a ducubitus.

   a.____

   b.____

NURSING ASSISTANT

BODY STRUCTURE, FUNCTIONS AND NEEDS

LAP #4

EVALUATION

NAME ______________

The student can	Date Completed	Initial
1. shave male patient in a role playing situation.		
2. list and demonstrate ways of preventing decubitus ulcers.		
3. identify and explain a teacher selected list of body structures and functions.		
4. identify and use elimination tools.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: USES PROPER BODY MECHANICS AND ADMINISTERS ENEMAS

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1.	Demonstrates proper body mechanics when moving patients.	Manipulation-Discrimination	Moderately Difficult
2	Identifies type and usage of 2 types of enemas.	Recall	Easy
3	Administers enema.	Manipulation	Difficult

ORANGE COUNTY VOCATIONAL SCHOOL   325 N. PALMETTO ST. ORLANDO, FL

MR. SIDNEY HOOFMAN, DIRECTOR   MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

BODY MECHANICS -

ENEMAS

LAP #5

Yipes!
I just about
dropped 'em

NAME ______________________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

410 Woods Avenue

Orlando, Florida   32805

BODY MECHANICS - ENEMAS

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. Complete the learning activities.

3. Complete the test.

   A score of 90% is needed on the Health Occupations test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student the skills necessary for using proper body mechanics and administering enemas.

III. Specific Objectives

The student will

1. to the instructor, demonstrate the following:

   a. moving a patient up in the bed with one worker; with two workers.

   b. dangling a patient.

   c. assisting a patient out of bed.

   d. helping a patient to walk.

   e. placing a patient in a chair.

   f. moving a patient into a wheelchair.

   g. transferring a patient onto a stretcher.

   h. moving an unconscious patient onto a stretcher.

2. identify the 2 types of enemas and the usage of each by completing teacher given exercises.

3. demonstrate an understanding of the procedure of administering an enema by completing teacher selected exercises.

4. administer an enema to a mannequin.

5. demonstrate an understanding of given patient care terms and their abbreviations by interpreting and rewriting given medical instructions.

BODY MECHANICS - ENEMAS

IV. Activities, Materials and Resources

1. View Trainex #14, Lifting and Moving the Patient.
2. Read "Ten Rules of Body Mechanics" on page 4 of this package.
3. Watch Audio-Scan #5, Lifting and Moving.
4. Ask your instructor to demonstrate:
    a. moving a patient up in the bed with one worker; with two workers.
    b. dangling the patient.
    c. assisting the patient out of bed.
    d. helping the patient to walk.
    e. placing the patient in a chair.
    f. moving the patient into a wheelchair.
    g. transferring the patient onto a stretcher.
    h. moving the unconscious patient onto a stretcher.
5. Pair up with some classmates and practice all of the procedures listed above. When you are satisfied with your work, have your instructor check you on your ability and mark your evaluation sheet.
6. View Trainex #9, Enemas.
7. Listen as your instructor gives a discussion about the various types of enemas and their usage. Then get Tray #5 and identify, to the instructor, the various types of enemas and their usage.
8. Study and complete the worksheet on pages 5-7 o[illegible] package.

BODY MECHANICS - ENEMAS

IV. Activities cont.

9. You may practice giving an enema with one of the mannequins in the Lab. However, do not use real soap and water, as the model can not accept it.

10. Begin learning and using your "Patient Care Terms," which you will find on page 8 of this package.

11. Interpret the 2 orders below and rewrite them in the space provided using no abbreviations.

    a. Post-op Pt. Jones, 1710, T.W.E. STAT, then O.O.B. for B.R.P.

    b. B/P, T.P.R., and S & A a.c. lunch, Mr. Smith, 512, N.P.O. Pre-op.

12. Study Chapter #9 in your manual to prepare for your next lesson.

BODY MECHANICS - ENEMAS

Study Sheet for Activity #2: TEN RULES OF BODY MECHANICS

1. Whenever you are lifting a patient, be sure that the patient knows that he is going to be lifted, how you plan to do it, and where you are going to put him.

2. Size up the load to be lifted. DO NOT ATTEMPT TO LIFT ALONE. If you have any doubt about your ability--GET HELP!

3. Check your footing. Your feet should be apart to give you good balance.

4. Be sure that your KNEES ARE BENT.

5. Get close to the patient, instead of reaching. A good rule to follow is: MOVE IN AND HOLD CLOSE.

6. Get yourself lined up so that your back is straight, but your hips and knees are bent.

7. Straighten your legs and lift. WE LIFT WITH THE BIG MUSCLES OF THE THIGH.

8. Lift smoothly to avoid strain. Get together. It is a good idea to count, "1, 2, 3, LIFT." Everyone lifts as a team.

9. Shift the position of your feet. NEVER twist your body. Your instructor will show you how to pivot your feet, so that your body will not twist. You PIVOT with the patient, not turn.

10. Push or pull an object instead of lifting whenever you can.

11. Spread the word to others, so that all of us will lift well and safely.

BODY MECHANICS - ENEMAS

Worksheet for Activity #8:

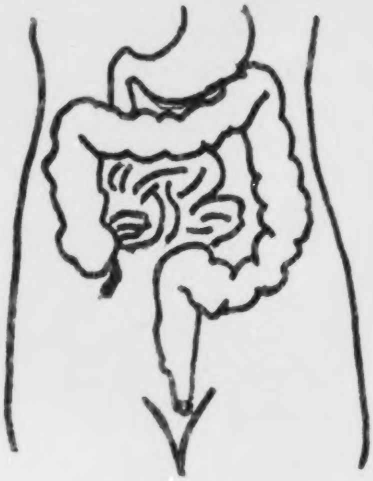
1. Refer to Chapter #9 of your manual.

2. There are 2 types of enemas. Name them and explain the difference between them.

   a. ____________________

   b. ____________________

3. Study the diagram at the right. Why is it best to put the patient on his left side to administer an enema?



   Trace the enema water's route on the diagram.

4. What temperature is acceptable as safe to make the enema water?

   ____________.

5. Read carefully "Administration of Cleansing Enemas," pages 9 and 10 of this package.

6. Define

   a. S.S.E. - ____________________

   b. T.W.E. - ____________________

   c. Fleets - ____________________

BODY MECHANICS - ENEMAS

Worksheet for Activity #8 cont.:

7. Name three reasons why the doctor may order an enema for his patient.

   a. ______________________________

   b. ______________________________

   c. ______________________________

8. Is it necessary to rid the enema tubing of air before administering? Why?

   ____

   ____

9. You must be gentle but effective. On pages 9-36 of your manual, read the second sentence and underline it.

10. How much enema water do you want the patient to hold? ____________

11. After you have given the patient the enema, you assist him to the bathroom. There are two things you must tell your patient before you leave him. What are the 2 things?

    a. ______________________________

    b. ______________________________

12. If the patient complains of stomach cramps while you are administering the enema, what do you do?

    ____

    ____

13. You must report any abnormalities about the results of the enema. You are to observe 3 things. Name them.

    a. ______________________________

    b. ______________________________

    c. ______________________________

BODY MECHANICS - ENEMAS

Worksheet for Activity #8 cont.:

14. Below is a picture of a treatment card which you must have. What are the 3 reasons for you to have a treatment card?

a. ____________________

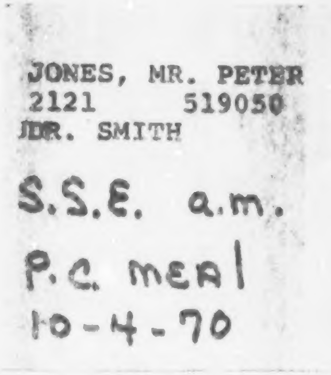
b. ____________________

c. ____________________

15. Write the directions on the treatment card in full English using no abbreviations.

____

____



JONES, MR. PETER
2121 519050
DR. SMITH
S.S.E. a.m.
P.C. meal
10-4-70

16. Using Tray #5, practice giving an S.S.E. to a mannequin. Get a treatment card from your instructor.

BODY MECHANICS - ENEMAS

Study Sheet for Activity #10: **PATIENT CARE TERMS**

*NOTE: Tear out this sheet for reference.**

Pt.--------------------------------patient

R.---------------------------------rectal

BM---------------------------------bowel movement

BRP--------------------------------bathroom privileges

S.S.E.-----------------------------soap suds enema

T.W.E.-----------------------------tap water enema

Incontinent------------------------unable to control stool or urine

Pre-op-----------------------------before surgery

Post-op----------------------------after surgery

B/P--------------------------------blood pressure

T.P.R.-----------------------------temperature, pulse and respiration

O_2--------------------------------oxygen

I and O----------------------------intake and output

I.V.-------------------------------intravenous (or by vein)

N.P.O.-----------------------------nothing by mouth

P.O.-------------------------------by mouth

STAT-------------------------------immediately (usually emergency)

O----------------------------------oral

A----------------------------------axillary

S and A----------------------------sugar and acetone (clinitest and acetest)

O.O.B.-----------------------------out of bed

A.C.-------------------------------before meals

P.C.-------------------------------after meals

BODY MECHANICS - ENEMAS

Reference Sheet for Activity #8, question #5:

ADMINISTRATION OF CLEANSING ENEMAS

Purposes:

To cleanse the rectum and lower bowel, or colon.
To relieve flatulence (gas).
To obtain a stool specimen.

The cleansing enema is given to cause prompt evacuation of the bowels and depends on peristalsis, a wave of contraction passing along the intestinal canal which propels the contents of the tube toward the rectum. You can help obtain effective peristalsis by:

1. Instilling a sufficient amount of fluid (600 to 1000 cc.) to distend the lower bowel, with the container of solution as low as possible, thus preventing pressure on the bowel sufficient to cause immediate contraction of the intestine.
2. Introducing the fluid slowly enough to stimulate the normal stimulus to defacation by distending the lower bowel gradually.
3. Having temperature of the instillation 105 degrees F. to avoid stimulating contraction of muscles by low temperature or relaxation of muscles by high temperature.
4. Inserting the tube no more than 4 inches, to avoid the tube bending back on itself.
5. Avoiding the introduction of air, which exerts additional pressure and stimulates evacuation before it is desired.
6. Securing the cooperation of the patient in retaining the fluid a few minutes, if possible.

You may have difficulty in getting the solution to run into the rectum if there is a great deal of flatus or gas, if feces are impacted in rectum, if the top of the tube becomes plugged with feces, or if there is a kink in the tubing, or the container may not be high enough to afford sufficient pressure.

There might be a local condition (such as cancer or hemmorrhoids), or the patient may be frightened. Set the patient who may not be able to retain the enema on a bedpan.

If the patient is not able to expel the enema, siphon it off.

Equipment:

Tray and cover; enema can, tubing, plastic connector, rectal tube, and thumb clamp; 1000 cc. solution as ordered, at a temperature of 105 to 110 degrees F.; lubricant; rubber sheet and towel; bedpan and cover.

BODY MECHANICS - ENEMAS

Reference Sheet for Activity #8, question #5 cont.:

Procedure:

1. Assemble the equipment and prepare the solution in the utility room; place them on a covered tray and carry it to the patient's bedside.
2. Screen the patient.
3. Protect the bottom sheet with a rubber sheet and cover it with a towel; have the bedpan within reach.
4. Place the patient on his left side, if possible, with the knees flexed. The bed should be level, the patient may have one pillow.
5. Expel air and cold water by allowing the solution to run through the tubing into the bedpan until tubing feels warm. Test the temperature of the water on your wrist to be certain the solution is not too hot. Lubricate the tube.
6. Close the thumb clamp and insert the tube gently, 3 to 4 inches. Do not FORCE THE TUBE.
7. Hold the irrigating can not more than 18 inches above the level of the patient's rectum, open the clamp, and allow the solution to flow in slowly.
8. Clamp the tube and remove it.
9. Place the patient on the bedpan, elevating the head of the bed, if permitted.
10. Place toilet tissue and signal cord within reach.
11. Cover the equipment and remove it from the room.
12. After the enema has been expelled, remove the bedpan, cleanse and dry the patient, and offer the patient a washcloth for wiping his hands.
13. Observe the results of the enema before discarding it.
14. Clean the equipment and return it to its proper place.
15. Chart the time and the treatment; the kind, amount and strength of solution, the results and appearance of the returns; and the reaction of the patient.

NURSING ASSISTANT

BODY MECHANICS - ENEMAS

LAP #5

PRE AND POST TEST NAME ____________________

1. Explain in detail or demonstrate for the instructor the procedures for the following
   a. moving a patient up in the bed with one worker; with two workers.
   b. dangling a patient.
   c. assisting a patient out of bed.
   d. helping a patient to walk.
   e. placing a patient in a chair.
   f. moving a patient into a wheelchair.
   g. transferring a patient onto a stretcher.
   h. moving an unconscious patient onto a stretcher.

2. List the 2 types of enemas and explain the difference between them.

   a. ____

   b. ____

3. At what temperature is water acceptable for an enema? ____________

4. List 3 reasons an enema may be ordered for a patient.

   a. ____

   b. ____

   c. ____

5. What 2 things must you tell a patient before leaving him in the bathroom after an enema has been administered?

   a. ____

   b. ____

NURSING ASSISTANT

BODY MECHANICS - ENEMAS

LAP #5

PRE AND POST TEST cont. NAME____________________

6. What are 3 things you must observe regarding any abnormalities resulting from an enema?

   a. ____________________

   b. ____________________

   c. ____________________

7. What are 3 reasons for having a treatment card?

   a. ____________________

   b. ____________________

   c. ____________________

8. Using a mannequin, demonstrate to the instructor how to administer an enema.

9. Write the word or words for the following abbreviations:

   a. Pt. - ____________________

   b. T.W.E. - ____________________

   c. S.S.E. - ____________________

   d. BRP - ____________________

   e. I and O - ____________________

   f. IV - ____________________

   g. STAT - ____________________

   h. S and A - ____________________

   i. O.O.B. - ____________________

NURSING ASSISTANT

BODY MECHANICS - ENEMAS

LAP #5

PRE AND POST TEST cont.

NAME ______________________

Pre-op - ____

T.P.R. - ____

NURSING ASSISTANT

BODY MECHANICS - ENEMAS

LAP #5

EVALUATION

NAME ____________________

The student can	Date Completed	Initial
1. to the instructor demonstrate the following:		
a. moving a patient up in the bed with one worker; with two workers.	____________	______
b. dangling a patient.	____________	______
c. assisting a patient out of bed.	____________	______
d. helping a patient to walk.	____________	______
e. placing a patient in a chair.	____________	______
f. moving a patient into a wheelchair.	____________	______
g. transferring a patient onto a stretcher.	____________	______
h. moving an unconscious patient onto a stretcher.	____________	______
2. identify the 2 types of enemas and the usage of each by completing teacher given exercises.	____________	______
3. demonstrate an understanding of the procedure of administering an enema by completing teacher selected exercises.	____________	______
4. administer an enema to a mannequin.	____________	______
5. demonstrate an understanding of given patient care terms and their abbreviations by interpreting and rewriting given medical instructions.	____________	______

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: USES CATHETER AND MEASURES AND RECORDS LIQUID INTAKE AND OUTPUT

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Applies catheter.	Manipulation	Difficult
2	Measures and records liquid intake and output.	Manipulation	Moderately Difficult

ORANGE COUNTY VOCATIONAL SCHOOL 325 N. PALMETTO ST. ORLANDO, FL
MR. SIDNEY HOOFMAN, DIRECTOR MRS. JOYE MEGOW, R.N., INSTRUCTOR

"THE PLUMBING SYSTEM"

NURSING ASSISTANT

FOLEY CATHETER MANAGEMENT
and
INTAKE AND OUTPUT

LAP #6

NAME ______________________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida 32805

THE PLUMBING SYSTEM

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. Complete the learning activities.

3. Complete the test.

   A score of 90% is needed on the Health Occupations test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student the skills necessary for using a catheter and measuring and recording liquid intake and output.

III. Specific Objectives

The student will

1. demonstrate the following procedures

   a. taping a catheter to leg.

   b. attaching bag to bed.

   c. making a LOOP and pinning tubing to bed.

   d. operating siderails after equipment is in place.

2. describe, in writing, the graduate.

3. demonstrate the ability to measure and record liquid intake and output by completing a given exercise.

THE PLUMBING SYSTEM

IV. Activities, Materials and Resources

1. Obtain Tray #6 and examine articles on the tray. Notice that one catheter has a balloon on the end. The balloon is filled with water which the nurse has inserted. This keeps the catheter from falling out of the patient's bladder. Remember, a Foley is an in dwelling catheter. It will stay in the bladder until the nurse removes it.

2. Ask your instructor to explain the other equipment on the tray to you.

3. Go to the lab and practice the following activities:

   a. taping catheter to leg.

   b. attaching bag to bed.

   c. making a LOOP and pinning tubing to bed.

   d. operating the siderails after you have the equipment in place.

   e. emptying the bag.

4. Find the 7 errors on page 3 of this package and list them below the illustration.

5. View Trainex A-11, Intake and Output.

6. Observe Tray #7. There are many measuring articles. Describe the graduate.

   ____

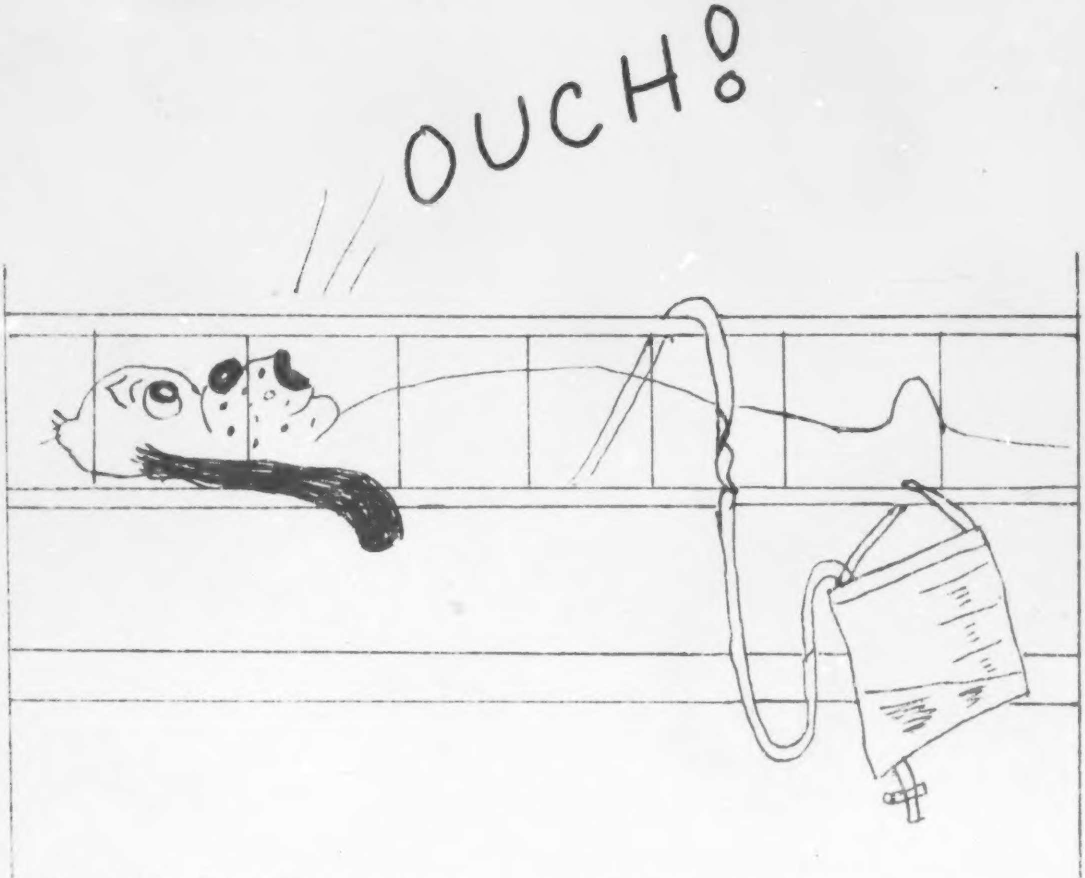
   ____

7. Do the worksheets on pages 3, 4, 5, 6 and 7 of this package.

8. Homework for tomorrow is Chapter 8 in your manual.

THE PLUMBING SYSTEM

Study Sheet for Activity #4:



Find the 7 errors in this illustration. List them below.

1.

2.

3.

4.

5.

6.

7.

THE PLUMBING SYSTEM

Worksheet for Activity #7:

1. Since it is our duty to keep track of all fluid intake of our patients, we must count the number of cc's he drinks while we are on duty.

2. A cubic centimeter is exactly the same thing as a milliliter. Thus, a c.c. = a m.l.

3. There are 1,000 cc's in a quart. Are there 1,000 ml's in a quart?

   ____

4. If there are 2 pints in a quart, 1 pint would have __________ cc's.

5. The smallest individual milk carton is 1/2 pint. It would have

   __________ cc's.

6. On page 6 of this package is your patient's breakfast and lunch. You are to figure the number of cc's he drank.

7. Page 7 of this package is to be your patient's I and O sheet. What does I & O stand for?

8. The bottom of page 7 tells you how many cc's are held in each container.

   a. List each fluid and the number of cc's in the INTAKE column. Make each column under the next, so you will be able to add them up easily at the TOTAL line.

   b. Add up his 7-3 intake and place the answer in the TOTAL space.

THE PLUMBING SYSTEM

Worksheet for Activity #7 cont.:

c. Add up his output for the day and place in TOTAL OUTPUT space. You now have your patient I and O for 7-3 to report to the nurse.

9. Ask for help if you are having a problem.

10. I and O is a part of every member of the Medical Team! The patient's doctor is depending on everyone to keep an accurate record, so that he may treat his patient correctly.

THE PLUMBING SYSTEM

Study Sheet for Activity #7: INTAKE AND OUTPUT PRACTICE

YOUR PATIENT"S BREAKFAST:

1 glass orange juice

1 and 1/2 cups of coffee

1 poached egg

2 slices of bacon

1 slice of toast and pat of butter

10:00 a.m.

1/2 glass of water

YOUR PATIENT's LUNCH:

1 bowl of soup

1 cheese sandwich

potatoe chips and pickles

1/2 carton of milk

1 pot of coffee

1 dish jello

2:00 p.m.

1 glass grapefruit juice

YOU MAY USE THIS AREA FOR FIGURING AND ADDING

THE PLUMBING SYSTEM

Worksheet for Activity #7 cont.: INTAKE AND OUTPUT SHEET

24 HOUR MEMORIAL PARK HOSPITAL-INTAKE & OUTPUT		
AME	ROOM #	DATE
INTAKE 7-3	OUTPUT 7-3	
	8.00 300 cc 11:00 325 cc 1:30 480 cc	THE OTHER NURSING SHIFTS WILL USE THIS SIDE.
OTALS:		

SMALL PAPER CUP----------------120 cc

LARGE PAPER CUP----------------220 cc

WATER GLASS--------------------240 cc

ICE TEA GLASS------------------270 cc

JUICE GLASS--------------------120 cc

COFFEE CUP---------------------150 cc

COFFEE POT---------------------250 cc

BOWL OF SOUP-------------------200 cc

1/2 PINT MILK------------------250 cc

ICE CREAM CUP------------------ 90 cc

JELLO DISH---------------------140 cc

COFFEE CREAM CONTAINER--------- 30 cc

NURSING ASSISTANT

THE PLUMBING SYSTEM

LAP #6

PRE AND POST TEST

NAME ______________________________

1. Explain in detail or demonstrate to the instructor the procedures for the following:

   a. taping a catheter to the leg.

   b. attaching the catheter bag to the bed.

   c. making a LOOP and pinning the tubing to the bed.

   d. operating bed siderails after the catheter equipment is in place.

2. Write a brief description of a graduate. ______________________

   ____

3. Define

   a. cubic centimeter - ______________________________________

   ____

   b. I and O - ____

   ____

4. a. List each fluid and the number of cc's in the INTAKE column. Make each column under the next, so you will be able to add them up easily at the TOTAL line.

   b. Add up his 7-3 intake and place the answer in the TOTAL space.

   c. Add up his output for the day and place in TOTAL OUTPUT space. You now have your patient I and O for 7-3 to report to the nurse.

NURSING ASSISTANT

THE PLUMBING SYSTEM

LAP #6

PRE AND POST TEST cont.

NAME ____________________

YOUR PATIENT'S LUNCH:

1 bowl of soup
1 cheese sandwich
potatoe chips and pickles
1/2 carton of milk
1 pot of coffee
1 dish of jello

SMALL PAPER CUP	**120 cc**
LARGE PAPER CUP	**220 cc**
WATER GLASS	**240 cc**
ICE TEA GLASS	**270 cc**
JUICE GLASS	**120 cc**
COFFEE CUP	**150 cc**
COFFEE POT	**250 cc**
BOWL OF SOUP	**200 cc**
1/2 PINT MILK	**250 cc**
ICE CREAM CUP	**90 cc**
JELLO DISH	**140 cc**
COFFEE CREAM CONTAINER	**30 cc**

NURSING ASSISTANT

THE PLUMBING SYSTEM

LAP #6

PRE AND POST TEST cont.

NAME ____________________

24 HOUR MEMORIAL PARK HOSPITAL-INTAKE & OUTPUT		
NAME	ROOM #	DATE
INTAKE 7-3	OUTPUT 7-3	
	8:00 300 cc	THE OTHER NURSING SHIFTS WILL USE THIS SIDE.
	11:00 325 cc	
	1:30 480 cc	
TOTALS:		

NURSING ASSISTANT

THE PLUMBING SYSTEM

LAP #6

EVALUATION

NAME ____________________

The student can	Date Completed	Initial
1. demonstrate the following procedures:		
a. taping a catheter to leg.		
b. attaching bag to bed.		
c. making a loop and pinning tubing to bed.		
d. operating siderails after equipment is in place.		
2. describe in writing the graduate.		
3. demonstrate the ability to measure and record liquid intake and output by completing a given exercise.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Lists 6 basic nutrients and an example of one food containing each.	Recall	Easy
2	Explains function of each of the 6 basic nutrients.	Recall	Easy
3	Plans a menu including foods containing each of the 6 basic nutrients.	Recall-Discrimination	Moderately Difficult
4	Lists 5 protein foods.	Recall	Easy
5	Identifies nutritional substances in given food products.	Recall	Moderately Difficult

ORANGE COUNTY VOCATIONAL SCHOOL 325 N. PALMETTO ST. ORLANDO, FL

MR. SIDNEY HOOFMAN, DIRECTOR MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

NUTRITION

LAP #7

When do we EAT?

NAME ____________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida 32805

NUTRITION

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. Complete the learning activities.

3. Complete the test.

   A score of 90% is needed on the Health Occupations test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student a basic knowledge of nutritional needs and an awareness of the correlation between good nutrition and good health.

III. Specific Objectives

The student will

1. given illustrations of a well-fed and poorly fed child, compare their physical characteristics.

2. list 6 basic nutrients and an example of one food containing each of the listed nutrients.

3. demonstrate a knowledge of the function of 6 basic nutrients by completing a teacher selected exercise.

4. plan, in writing, a breakfast menu which includes foods containing each of the 6 basic nutrients.

5. list 5 protein foods.

6. given illustrations of food products, identify, in writing a major nutritional substance in each.

7. demonstrate an understanding of the importance of identifying the proper food tray for each patient by completing a selected exercise.

8. define, in writing, given types of diets.

NUTRITION

IV. Activities, Materials and Resources

1. Enjoy reading A Few Leaves from the Diary of a Stomach, page 3 of this package, and examine the diagram of the 2 boys on page 4. Compare nutritional differences.

2. Consult your manual, pages 8-5 through 8-10, on nutrients. Complete the worksheet on page 5 of this package.

3. View Trainex #A-10, Feeding the Patient. Review pages 8-13 through 8-24 in your manual and complete the worksheet on pages 6 and 7 of this package.

4. Give the correct explanation for the "Special" diet trays that are served in the hospital. You will find a listing of these diets on the worksheet on pages 8 and 9 of this package.

5. Chapter 10 will be read to prepare you for your next lap packages. Be sure to score your own tests in your study manual.

NUTRITION

Study Sheet for Activity #1: A FEW LEAVES FROM THE DIARY OF A STOMACH

10:00 A.M. Oh, dear, another hot day. Wonder if I'll be abused as I was yesterday. If I am, I'm going to strike! Just disposed of a half-chewed breakfast. Ran for the bus, which meant that I was so jiggled about, it took me twice as long to do my work. Hope she gives me several hours of complete rest.

10:30 Two glasses of ice water! It will take me an hour to warm back up and work normally.

10:50 Half-chewed breakfast joined by some peanuts.

12:00 noon Peanuts just stopped dribbling in. Lunch whistle!

12:30 Decided she wasn't hungry for lunch, but settled for a cold eggnog heavy with chocolate instead.

1:10 Cold coke from machine now swimming in me, wow it's cold.

1:40 She found some more peanuts left in her drawer, I've got them now, too!

2:15 Glass of ice water. Brrrrrrrrr.

3:10 She has been lifting some heavy books, and used my muscles instead of her arm and leg muscles. Boy, am I tired!

3:30 Some traitors brought a box of carmels into the office; everybody is grabbing candy and I'm beginning to feel grabbled.

4:30 She sure has had her share of gooey candy; I'm about stuck together. Would you believe she just said, "Oh, dear, I don't feel so good. The milk in that eggnog must have been sour."

5:00 We are invited out for a coke before catching the bus. A lemon coke I got. We had to run to catch the bus.

6:30 We played a set of tennis before dinner, and here I am, all tired out, and a dinner of "who knows what" to face.

7:00 A hamburger, french fries and ringed onions. Another cold coke.

7:45 A "friend" is taking us out for a chocolate walnut sundae. Some friend!

8:20 Mom had made some lemonade. She sent me two glasses.

8:30 Decided to send her back her lemonade.

8:40 Returned her hamburger, french fries and onion rings.

8:50 Sure was glad to see those walnuts go!

9:00 Mom called the doctor. Can't imagine what is wrong with her healthy girl.

9:05 Doctor says it must be a "Bug" that is going around.

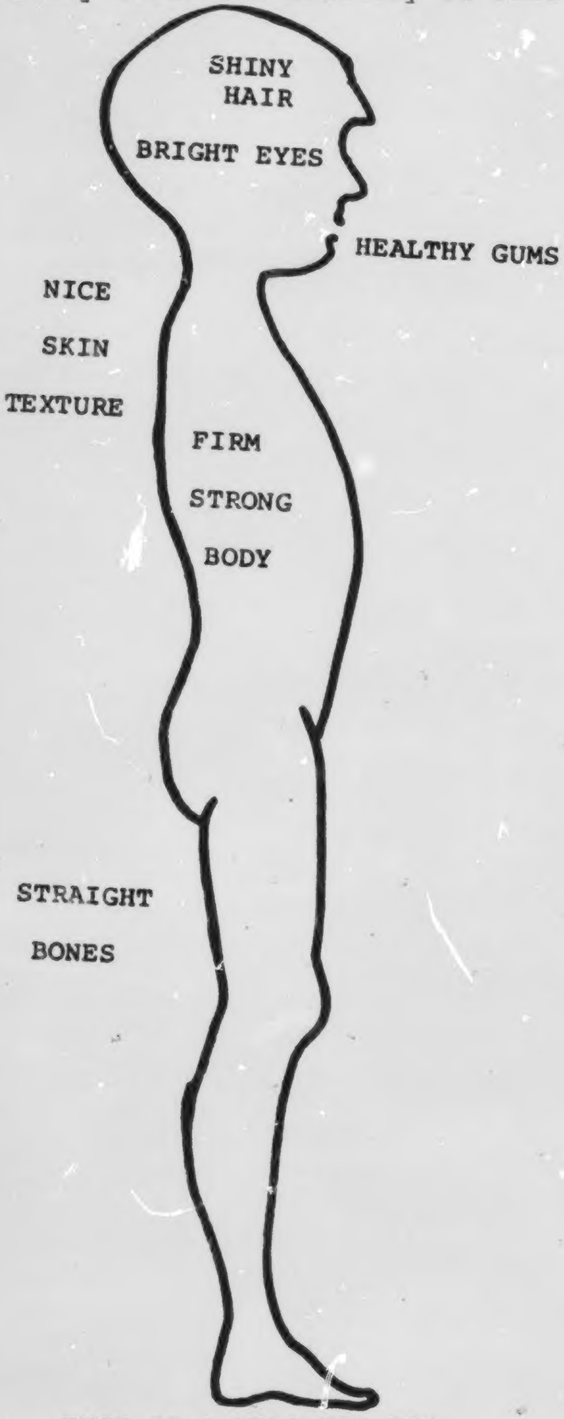
9:15 Of all the insults! Mom says it must be the WEAK STOMACH she inherited from her father. Boy, oh boy!

9:30 Well, here comes my friend Pepto-bismol. Now if everyone will just leave us alone together, maybe we can set things straight.

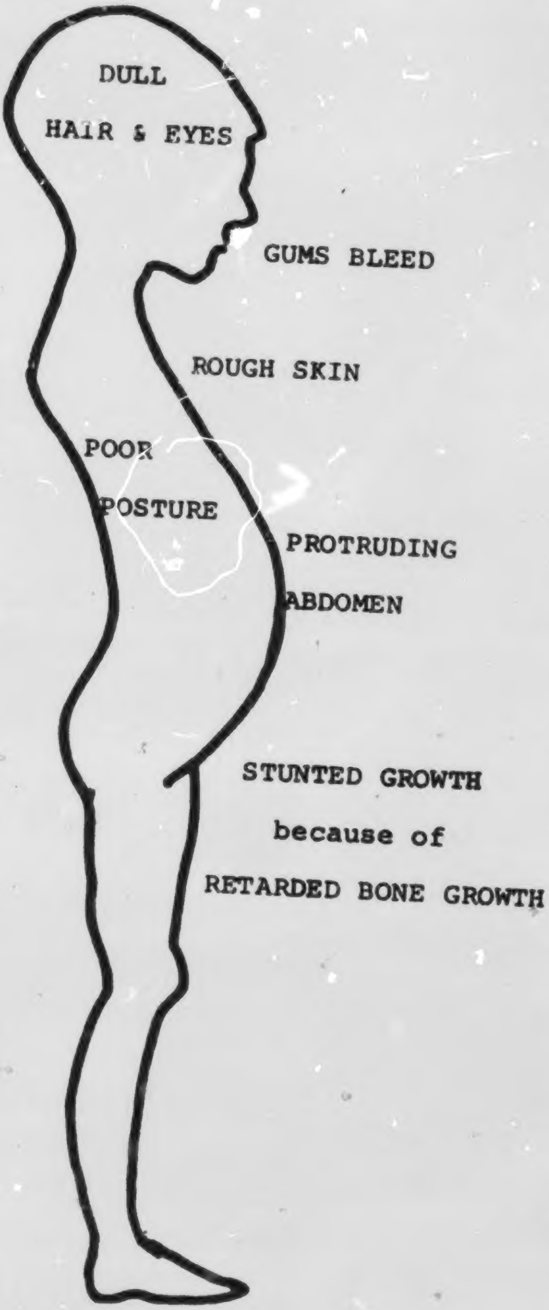
10:00 P.M. Gulping Gertrude finally went to sleep, now maybe I can too. Good night.

NUTRITION

Study Sheet for Activity #1 cont.: VISABLE SIGNS OF FAULTY DIET


SHINY HAIR
BRIGHT EYES
HEALTHY GUMS
NICE SKIN TEXTURE
FIRM STRONG BODY
STRAIGHT BONES

THIS IS A WELL-FED BOY. HE HAS A GOOD BLOOD COUNT, FIGHTS OFF DISEASE, HAS GOOD ENERGY.


DULL HAIR & EYES
GUMS BLEED
ROUGH SKIN
POOR POSTURE
PROTRUDING ABDOMEN
STUNTED GROWTH because of RETARDED BONE GROWTH

THIS LITTLE FELLOW SHOWS A POORLY FED CHILD. HE IS ANEMIC: CATCHES COLDS AND DISEASES EASILY. OFTEN HAS RUNNY NOSE. TIRES EASILY.

NUTRITION

Worksheet for Activity #2:

1. There are 6 basic nutrients which our bodies need each day to keep us healthy. Name them and give one food rich in that nutrient.

	NUTRIENT	RICH FOOD EXAMPLE
a.	____________________	____________________
b.	____________________	____________________
c.	____________________	____________________
d.	____________________	____________________
e.	____________________	____________________
f.	____________________	____________________

2. Name the correct nutrient for each sentence.
   - a. It builds body cells. ____________________
   - b. It provides work energy for body activities. ____________________
   - c. It protects organs and stores body heat. ____________________
   - d. It builds and renews bones, teeth and other tissues.

     ____
   - e. It is necessary for normal function of the eyes, skin, hair and mucous membranes. ____________________
   - f. It regulates body processes and temperature, and helps lubricate joints. ____________________

3. Make up a good breakfast which contains all of these nutrients. Write your breakfast menu in the space below.

NUTRITION

Worksheet for Activity #3:

Because you do serve meals, feed those who need your help, and keep account of the patient's eating habits, you must know something about diets served in the hospital.

The doctor orders the type of diet he wants for his patient, and no patient is served any food or water until it is ordered by his doctor.

Did you know that our red blood cells carry our oxygen supply all over our body? So, if we don't have enough red cells, we don't have enough oxygen. This could damage our bodies.

Have you remembered that our bodies must have PROTEIN to grow and repair our cells?

Is it important that the Nursing Assistant encourages the patient to eat his protein foods?

Why?

It is easy to remember protein foods by thinking of a food that once was alive or in a living form.

List 5 protein foods.

a.

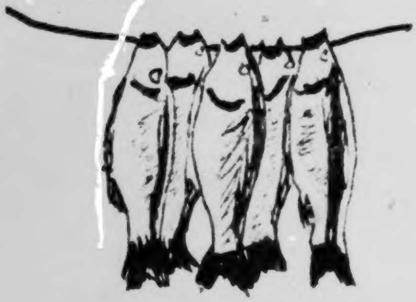
b.

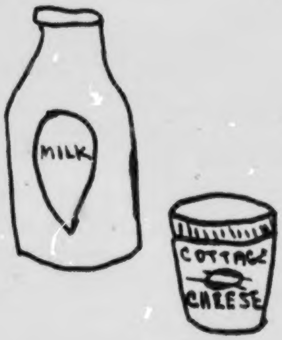
c.

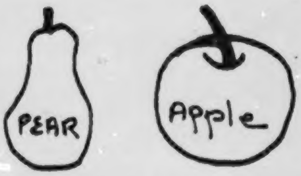
d.

e.

Under each picture below, identify a major rich nutritional substance.

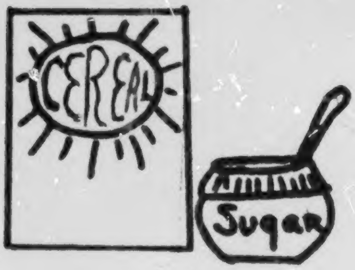




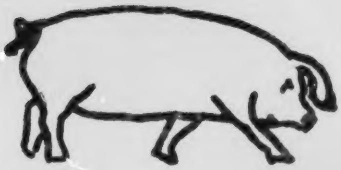


NUTRITION

Worksheet for Activity #3 cont.:


CEREAL
Sugar

____



____

NUTRITION

Worksheet for Activity #4:

1. There are many diets served in the hospital. These, too, are ordered by the patient's doctor.

2. The Nursing Assistant should know these diets and some of the reasons for them.

3. YOU MUST be careful to identify the patient before you serve him.

4. Is it possible for you to give a wrong food tray to a patient?

5. How would you identify the correct food tray and the correct patient?

6. Write an explanation of each of these diets.

   a. regular-______________________________

   b. soft-______________________________

   c. bland-______________________________

   d. full liquid-______________________________

   e. clear liquid-______________________________

   f. low sodium-______________________________

   g. sugar free-______________________________

NUTRITION

Worksheet for Activity #4 cont.:

h. low fat-____

i. low calorie-_____________________________________

j. low cholesterol-_________________________________

k. pureed-____

NURSING ASSISTANT

NUTRITION

LAP #7

PRE AND POST TEST

NAME ____________________

1. List 4 characteristics of a well-fed child and 4 characteristics of a poorly-fed child.

WELL-FED	POORLY-FED
a. ____________	a. ____________
b. ____________	b. ____________
c. ____________	c. ____________
d. ____________	d. ____________

2. List the 6 basic nutrients and an example of one food which contains each.

NUTRIENT	FOOD RICH IN NUTRIENT
a. ____________	____________
b. ____________	____________
c. ____________	____________
d. ____________	____________
e. ____________	____________
f. ____________	____________

3. Fill in the blanks in the following sentences with the proper nutrient.

a. ____________ builds body cells.

b. ____________ provides work energy for body activities.

c. ____________ protects organs and stores body heat.

d. ____________ builds and renews bones, teeth and other tissues.

NURSING ASSISTANT

NUTRITION

LAP #7

PRE AND POST TEST cont. NAME________________________

e. ________________ are necessary for the normal function of the eyes, skin, hair and mucous membranes.

f. ________________ regulates body processes and temperature; helps lubricate joints.

4. Plan a lunch menu consisting foods which contain the 6 basic nutrients.

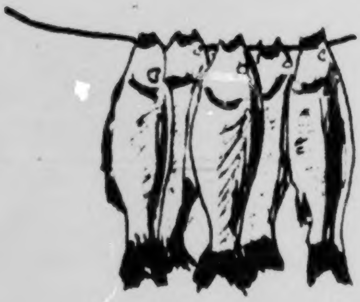
5. List 5 protein foods.

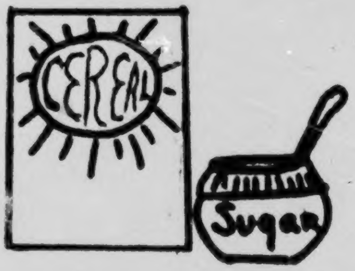
a.________________________ d.________________________

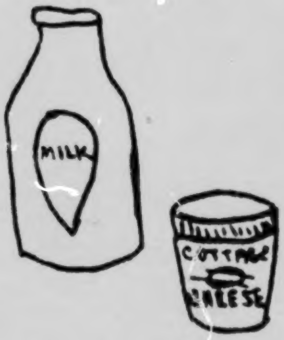
b.________________________ e.________________________

c.________________________

6. Identify the rich nutritional substance contained in each food illustrated below.







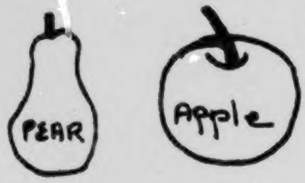
____________________ ____________________ ____________________

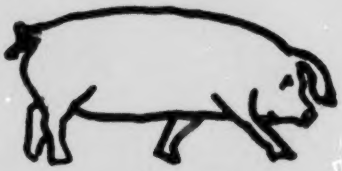
NURSING ASSISTANT

NUTRITION

LAP #7

PRE AND POST TEST cont. NAME ______________________________





____

____

7. Explain how you can make certain you are giving the proper food tray to a patient. Why is this so important?

8. Explain each diet listed below.

   a. regular - ______________________________

   b. soft - ______________________________

   c. bland - ______________________________

   d. full liquid - ______________________________

   e. clear liquid - ______________________________

   f. low sodium - ______________________________

NURSING ASSISTANT

NUTRITION

LAP #7

PRE AND POST TEST cont.　　NAME ____________________

g. sugar free - ____________________

h. low fat - ____________________

i. low calorie - ____________________

j. low cholesterol - ____________________

k. pureed - ____________________

NURSING ASSISTANT

NUTRITION

LAP #7

EVALUATION

NAME ______________________

The student can	Date Completed	Initial
1. given illustrations of a well-fed and poorly fed child, compare their physical characteristics.		
2. list 6 basic nutrients and an example of one food containing each of the listed nutrients.		
3. demonstrate a knowledge of the function of 6 basic nutrients by completing a teacher selected exercise.		
4. plan, in writing, a breakfast menu which includes foods containing each of the 6 basic nutrients.		
5. list 5 protein foods.		
6. given illustrations of food products, identify, in writing, a major nutritional substance in each.		
7. demonstrate an understanding of the importance of identifying the proper food tray for each patient by completing a selected exercise.		
8. define, in writing, given types of diets.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: TAKES AND RECORDS VITAL SIGNS

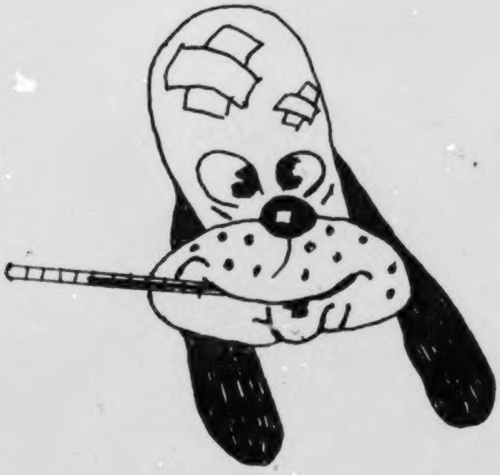
NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Lists the 4 vital signs.	Recall	Easy
2	Takes and records T.P.R.	Manipulation	Difficult
3	Takes and records blood pressure.	Manipulation	Difficult

ORANGE COUNTY VOCATIONAL SCHOOL   325 N. PALMETTO ST. ORLANDO, FL
MR. SIDNEY HOOFMAN, DIRECTOR   MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

VITAL SIGNS

LAP #8



NAME ______________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida   32805

VITAL SIGNS

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. Complete the learning activities.

3. Complete the test.

   A score of 90% is needed on the Health Occupations test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student the skills necessary to take and record a patient's vital signs.

III. Specific Objectives

The student will

1. list the 4 vital signs.

2. demonstrate an understanding of the thermometer and methods of using it by completing teacher selected exercises.

3. demonstrate a knowledge of the methods for taking pulse by completing given exercises.

4. demonstrate an understanding of the reasons and procedures for counting respiration by completing teacher selected exercises.

5. take and record the T.P.R. of two classmates.

6. take and record the blood pressure of at least two persons.

VITAL SIGNS

IV. Activities, Materials and Resources

1. View Audio-Scan #7, T.P.R.

2. Complete the worksheets on thermometers, pages 3 and 4 of this package.

3. Complete the worksheet on pulse taking, pages 5 and 6. Practice taking the pulse of at least 5 of your classmates.

4. a. Read and complete the activities about respiration reporting on page 7 of this package.

   b. Now, practice a full T.P.R. procedure on several classmates and record your findings in your T.P.R. Book, page 8 of this package.

   c. Study a typical hospital "Graphic Chart" on page 9 of this package.

5. Complete the worksheets on pages 10 and 11 of this package.

6. Study Chapter 9 in preparation for Lap #9. Review!

VITAL SIGNS

Worksheet for Activity #2: TEMPERATURE

After viewing Audio-Scan #7, T.P.R., complete the following.

1. There are 4 vital signs. What are they?

   a. ______________________ c. ______________________

   b. ______________________ d. ______________________

2. There are 3 methods of taking a temperature. What are they?

   a. ______________________ c. ______________________

   b. ______________________

3. The mercury in the thermometer will rise when exposed to

   ______________, so never clean the thermometer in ________ water.

4. Obtain a clinical thermometer from Tray #8 and study it. Draw a thermometer and label it correctly from 94 to 106 degrees.

   Indicate on your drawn thermometer, a reading of 100^6 degrees.

5. Do you see the difference in the long lines and the short lines? The LONG lines mean one degree of temperature.

   The SHORT lines mean only 2/10th degree.

6. Check with the drawing in your Manual, pages 10-8 and 10-9.

7. Show your drawing of the thermometer to the instructor and let her check the reading you have indicated. If you are having any difficulty, now is the time to ask her to help you.

VITAL SIGNS

Worksheet for Activity #2 cont.: TEMPERATURE

8. If you have difficulty locating the mercury in the stem of your clinical thermometer, your instructor will show you an EASY way to find it. Ask her!

9. The thermometer must be shaken down to 96 degrees before taking the patient's temperature. Why?

10. Ask your instructor to demonstrate the best way to "shake down the thermometer." You must stand away from furniture and snap your wrist in a quick motion, and the mercury will go down quickly. Your instructor will show you how to "snap" your wrist.

11. How long should the thermometer be left in place for each method of taking the temperature?

    a. oral -

    b. rectal -

    c. axillary -

12. What would you do if it read 103 degrees?

13. How long should you wait before taking your patient's temperature if he has just smoked a cigarette or had hot coffee?

14. What is the purpose of taking a temperature?

VITAL SIGNS

Worksheet for Activity #3: PULSE

1. There are some familiar places for taking a pulse count. What areas are these?

   a. Radial________________ c. Apical________________

   b. Brachial________________ d. Carotid________________

2. What is the purpose of taking the PULSE?________________

3. There are some things which influence the rate of pulse. Name 5.

   a.________________ d.________________

   b.________________ e.________________

   c.________________

4. Why do you never use your thumb to take a pulse?________________

5. The PULSE is always taken for ONE FULL MINUTE. After you become sure of yourself, you make take it for 1/2 minute. But, REMEMBER! you must multiply it by 2 then. This will still give you the pulse rate for ONE MINUTE.

6. If you count 35 beats for 1/2 minute, what is the patient's pulse count for one minute?

   ____

7. What is the pulse count for a pulse of 57 beats in 1/2 minute?

   ____

8. The easiest place to find the pulse beat is in the wrist, just below the thumb bone of your hand. FIND YOURS!

9. Now, see if you can find the pulse in your neck.

VITAL SIGNS

Worksheet for Activity #3 cont.: PULSE

10. Find the pulse in the inner part of your elbow.

11. You also have one behind your knee, and on top of your foot. Find them.

12. After you have located your own pulse, watch a clock with a sweep second hand (usually it is red) and begin to count your pulse for one full minute. (Wait until the second hand is on 12 before beginning and ending.)

    Now take your pulse for 1/2 minute and multiply by 2. Is it the same?

    ____

13. Take the pulse of at least 5 other classmates.

14. When you are satisfied with your ability, ask your instructor to check you.

15. The normal pulse count for an adult should be somewhere between

    ____________ and ____________ beats per minute.

VITAL SIGNS

Worksheet for Activity #4a: RESPIRATIONS

1. Respiration is the act of breathing. Breathing IN and OUT one time is ONE respiration.

2. We have different sets of muscles. Some we can control and some work without our having to think about them. Our breathing has both kinds. You breathe all the time without thinking about it. Now think about your breathing, do you have to control it yourself? Try it!

3. Patients who realize that you are counting their respirations, are unable to breathe the same. So we must be SNEAKY. We must count their respirations without their knowledge.

4. Count the respirations of someone in class without telling them. Did you do it?

   ____

5. You may count respirations for 1/2 minute and multiply by 2. In the hospital, it is best to hold the patient's wrist and he will think that you are still counting his pulse. Sometimes it is easiest to count the pajama tops going up and down.

6. The normal adults respirations are somewhere between ____________

   and ____________ per minute.

7. It is regular policy to take T.P.R. as ONE procedure. While the thermometer is registering in the patient, count his pulse quickly and then his respirations, remembering both until you quickly write them down next to his name. If you forget what you counted, take the P or R again. Don't ever make up a number!

8. If you forget, what do you do?____________________________________

VITAL SIGNS

Worksheet for Activity #4b: RECORDING T.P.R.'s

1. NOW, take the T.P.R. of a classmate and record it in the 8 a.m. T.P.R. book. The book will look very much like this in the hospital:

T. P. R. BOOK

PATIENT	ROOM #	8 a.m.	12 p.m.	4 p.m.	8 p.m.	12 a.m.	4 a.m.
EXAMPLE: Parker, Emma	302	100^6-98-22	101^8-110-22	103-118-24	101^2-106-22	100^4-108-20	100^4-98-20

2. Take the T.P.R. of another classmate and this one pretend you took for the noon temperature. Put it in the book.

3. On the following page you will see a Graphic Chart. One of these is on every patient's chart. You take the T.P.R. and enter it in the T.P.R. book. The Ward Clerk will graph the T.P.R. onto the Graphic Chart in the patient's chart.

   If you study the temperature graph, you will see that it reads exactly like the thermometer. The doctor can see at a glance how the patient's condition is changing.

4. All charting from 7-3 is written in blue ink.

   Most hospitals chart 3-11 in green ink.

   All charting from 11-7 is one in red ink.

ALWAYS CHART YOUR FINDINGS ON YOUR T.P.R. BOOK THE SAME WAY:

T. = temperature P. = pulse R. = respirations

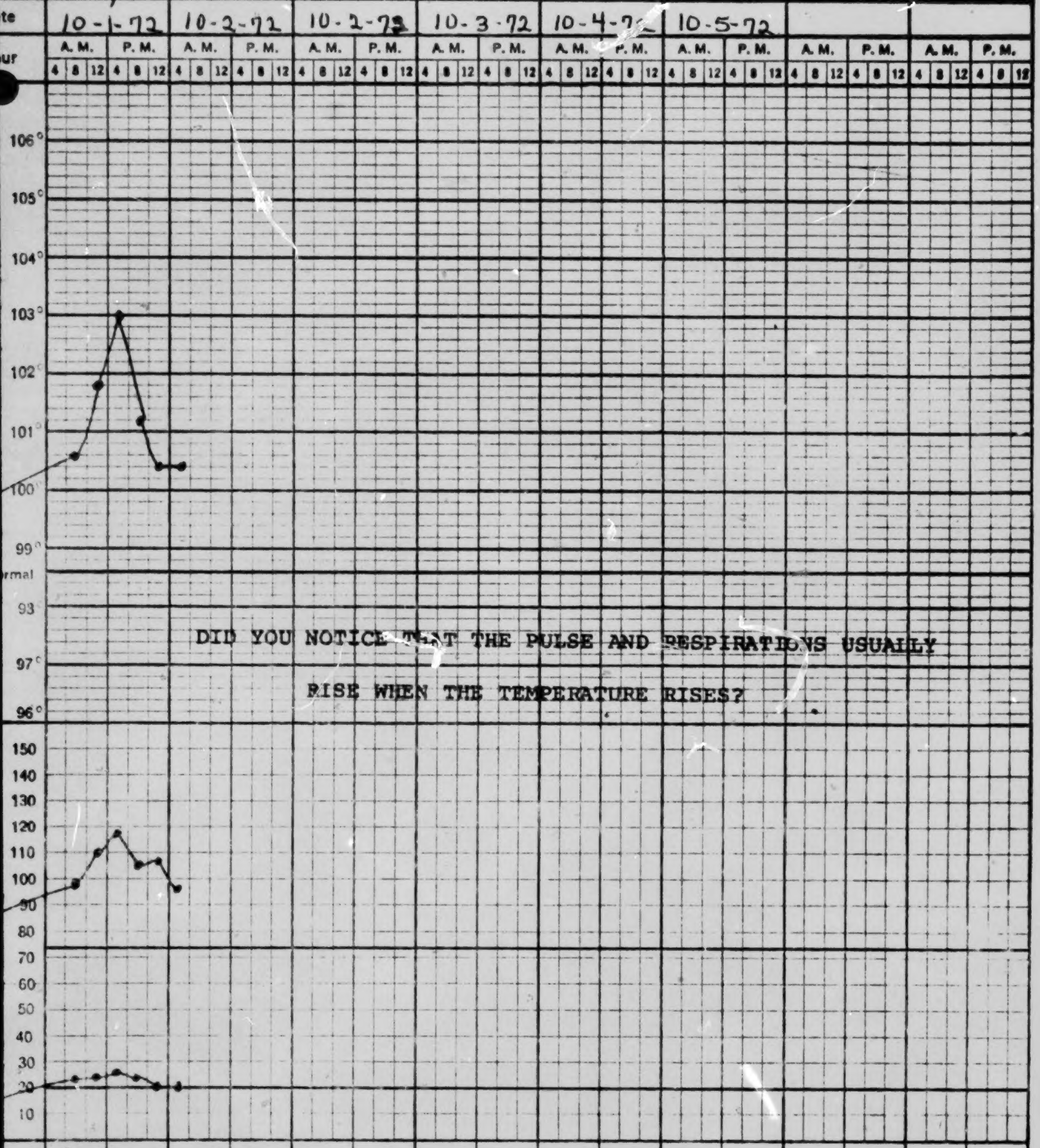
T.P.R.

Activity #4c

8 DAY — 4 HOUR — 4-8-12

ily Name	First Name	Attending Physician	Room No.	Hosp. No.
Parker,	Emma	Brown	302	111111

te	10-1-72	10-2-72	10-2-72	10-3-72	10-4-72	10-5-72		



DID YOU NOTICE THAT THE PULSE AND RESPIRATIONS USUALLY RISE WHEN THE TEMPERATURE RISES?

ls	1/1
e	q.s.
	120/80

(12/69)

GRAPHIC CHART

VITAL SIGNS

Worksheet for Activity #5: BLOOD PRESSURE

1. Get the blood pressure equipment from the sample table.

   You will need:

   a. a blood pressure cuff
   b. a stethascope
   c. alcohol sponges
   d. paper and pen or pencil

2. View Trainex #A-17, Blood Pressure.

3. Look at the stethascope and see the front and back of the ear pieces. You must always place the ear pieces in the ears so that the tips face towards your nose. This will make them fit into your ear canals and make hearing easier.

4. Check the ear pieces and the diaphram to see that they are twisted tight. Loose ear pieces or diaphram will cause a lot of unnecessary noise.

5. Place the B/P cuff on a calssmate. Be sure the hand is turned up and the **gauge** is facing the palm. Now feel for the little round bone on the inside of the elbow. When you have located that, place the diaphram about 1 inch forward into the arm.

   Be sure the diaphram is laying very FLAT, to pick up the best possible noise.

   Now, pump up the gauge to 150 and start releasing the valve very solwly so that you can easily pick up that first beat.

   Try to release pressure slowly and evenly until you hear the last beat. When you have your top beat number and your bottom beat number, record it on your paper, next to the patient's name. You may record it 2 ways:

   a. 110/72

   either way is acceptable.

   b. $\frac{110}{72}$

6. Remember that you have to find the loudest beat to hear, but do not push down too hard or you will shut off the artery and you won't hear anything.

7. Also remember that it hurts to have the arm pumped up, so do the procedure as quickly as possible.

Worksheet for Activity #5 cont.: BLOOD PRESSURE

8. Practice taking and recording the B/P of your classmates, both having them sit down and lie on lab beds. It will take practice on your part before you are sure of yourself. If you are having difficulty with the mechanics or reading the B/P, see your instructor for individualized help.

9. Occasionally, there will be a person who simply cannot hear or master the B/P procedure. This will NOT keep them from graduating from this course and receiving their certificate. If you fall into this category, discuss it with your instructor.

10. Your instructor will check you off in the hospitals, taking the B/P on actual patients.

11. Your reference material in your Student Manual is pages 10-21 through pages 10-26.

ASSIGNMENT:

At the conclusion of this lap, ask your instructor for the test which you are now to take.

NURSING ASSISTANT

VITAL SIGNS

LAP #8

PRE AND POST TEST NAME ____________________

1. There are four (4) vital signs. Name them.

a. ____________________ c. ____________________

b. ____________________ d. ____________________

2. The normal thermometer readings for these areas are what?

a. oral ____________ c. rectal ____________

b. axillary ____________

3. What is the range of a normal pulse count? ________ to ________

4. What is the reange for a normal respiration count? ________ to ______

CIRCLE THE CORRECT ANSWER:

5. A pulse should be taken for

a. 5 minutes
b. 3 minutes
c. 1 minute
d. either c or e
e. one-half minute, but multiplied by 2

6. The respirations should be recorded for

a. 10 minutes
b. 5 minutes
c. 1 minute

7. The temperature may be taken three ways, but for different time lengths. How long do you need to leave them at their site to record the temperature correctly?

ORAL:	RECTAL:	AXILLARY:
a. 1 minute	a. 20 minutes	a. a half hour
b. 5 minutes	b. 1 minute	b. 10 minutes
c. 3 minutes	c. 3-5 minutes	c. 1 minute

8. You may record the blood pressure

a. 90/110 b. $\frac{110}{90}$ c. 110/90 d. both b and c

NURSING ASSISTANT

VITAL SIGNS

LAP #8

PRE AND POST TEST cont. NAME______________________

9. TRUE OR FALSE:

______ a. If the patient was walking in his room, you would ask him to lie down or sit down before taking his B/P.

______ b. It does not make a difference in the B/P reading if you put the B/P cuff on the patient loosely.

______ c. If the beat is very hard to hear, you would take a B/P reading from the little beats you see in the mercury column.

______ d. If the B/P seems awfully hard to hear in the right arm, you would try taking it on his left arm.

______ e. Your nurse has given you an order of B/P STAT and q. 4 h. You would take the blood pressure as soon as you could and then take it 4 times a day.

______ f. Taking a B/P is the same as counting the heart beats.

______ g. Respiration is the act of breathing. It is the process of either breathing in or breathing out.

______ h. A clinical thermometer used for taking a patient's temperature has long and short lines. Each long line means two-tenths of a degree of temperature.

10. For the instructor demonstrate the following procedures:

    a. taking and recording T.P.R.

    b. taking and recording B/P.

NURSING ASSISTANT

VITAL SIGNS

LAP #8

EVALUATION

NAME ____________________

The student can	Date Completed	Initial
1. list the 4 vital signs.		
2. demonstrate an understanding of the thermometer and methods of using it by completing teacher selected exercises.		
3. demonstrate a knowledge of the methods for taking pulse by completing given exercises.		
4. demonstrate an understanding of the reasons and procedures for counting respiration by completing teacher selected exercises.		
5. take and record T.P.R. of two classmates.		
6. take and record the blood pressure of at least two persons.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: COLLECTS SPECIMENS AND PERFORMS RELATED LABORATORY TESTS

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Identifies types of specimen collectors.	Recall	Easy
2	Explains methods of collecting specimens.	Recall	Moderate
3	Obtains and tests specimens.	Manipulation-Discrimination	Difficult
4	Identifies medical abbreviations.	Recall	Moderate

ORANGE COUNTY VOCATIONAL SCHOOL 325 N. PALMETTO ST. ORLANDO, FL
MR. SIDNEY HOOFMAN, DIRECTOR MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

Shorthand sheet

Specimen collecting

Clinitest and Acetest

LAP #9

I tell you, I CAN'T go now!

NAME ____________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida 32805

SPECIMEN COLLECTING

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. Complete the learning activities.

3. Complete the test.

   A score of 90% is needed on the Health Occupations test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student the skills necessary to collect various specimens, perform related laboratory tests and to recognize medical abbreviations.

III. Specific Objectives

The student will

1. given a specimen collecting tray, identify given types of specimen collectors.

2. demonstrate an understanding of the nursing assistant's obligations when obtaining given specimens by completing an assigned role playing activity.

3. obtain a urine specimen and complete a sugar and acetone test using specified experimental methods.

4. demonstrate an understanding of containers for and methods of collecting specimens by completing given assignments.

5. recognize given medical abbreviations by completing a teacher given assignment.

SPECIMEN COLLECTING

IV. Activities, Materials and Resources

1. Obtain the specimen collecting tray from the demonstration cabinet. Look at the study sheet for activity #1 on page 3 of this package, and identify and compare the samples with the pictures.

2. Read the directions for each collecting container and for the accurate method of collection on page 4 of this package.

3. Choose a partner and role play the nursing assistant and the patient. The nursing assistant must teach the patient his obligations for obtaining a sputum specimen.

4. Obtain a fresh urine sampling and watch the instructor demonstrate a sugar and acetone test, using the Clinitest and Acetest method. Now do this experiment yourself.

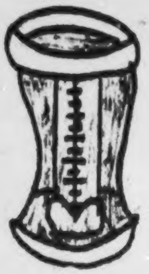
5. Complete the puzzle, Find the Parts of the Body, during your leisure time. It is on page 5 of this package.

6. Assignment:

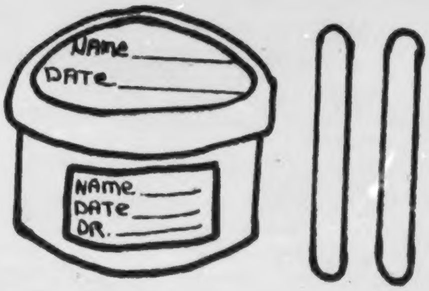
   Start to become familiar with the Medical Shorthand Sheet on page 6 of this package and read Chapter 13 in your Student Manual before proceeding to Lap #10.

Specimen Containers

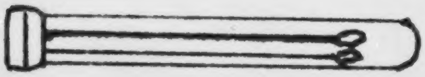
Study Sheet for Activity #1:



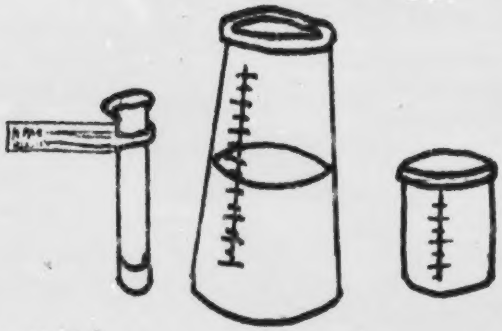
Sputum Container


NAME
DATE
NAME
DATE
DR.

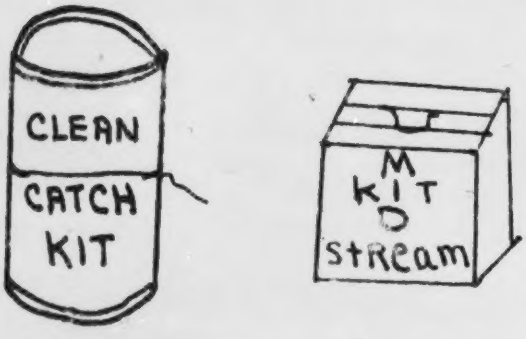
2. Stool Container



Nose and throat culture tube



4. Urine Specimen Collectors


CLEAN
CATCH
KIT
MID
KIT
STREAM

Clean-catch kit

SPECIMEN COLLECTING

Study Questions for Activity #2:

1. Notice that the sputum container is amber in color. The doctor wishes a sample of sputum to be examined by the lab to establish identify of the bacteria. Since sunlight kills bacteria, the amber color protects the growing bacteria. Your obligation is to take the specimen quickly to the lab for culture after the patient obtains the specimen for you. This is a patient self-collection. Sputum is not spit (saliva); it is coughed up from the lungs.

2. Stool container and two tongue blades are used in stool specimen collecting. Usually, your nurse will give you an order reading: Stool q.d. X 3. This means to collect a stool specimen every day for 3 days. Sometimes a section of stool will not reveal what the doctor suspects. However, usually 1 day out of 3 will give the doctor his answer. He examines the stool for many things, one being worms. It is difficult to isolate and identify some worms, but they lay their eggs and the laboratory technician can find the little eggs and verify the presence of worms. He also looks for bile, blood, mucous, etc. So, it is an important part of the patient's final diagnosis.

3. Nose and throat cultures will always be done by a nurse or doctor; however, they may ask you to take the tube immediately to the lab for culture. Make sure it is labeled correctly.

4. A voided specimen is always collected on each new patient. Hospitals have different types of urine collecting containers. You will find several on the tray. Examine them.

5. Clean-catch is a cleaner catch of urine, and is ordered by many doctors. Ask your instructor to give you a demonstration on the proper way to collect a Clean-catch specimen. Another name for this collection is Mid-Stream.

SPECIMEN COLLECTING

Worksheet for Activity #5:

FIND THE PARTS OF THE
BODY

There are supposed to be 52 answers to this puzzle. Some are in there more than one time. I have never found all 52, can you? YOU MAY GO IN ANY DIRECTION! Two are done for you

L K O D I A P H R A G M F A
R U N U N H N E E L P S E D
E A N E T A L S A N B S E L
D C F G E N A N S M O U T H
L M A O S D D T A P H S L I
U U R P T S E U H A I R E N
O S T N I K S A E R C N A P
H C E S N L G R A E E H E A
S L R E E U L G R V L T J L
V E I N S L D A T I A E O A
L S E O T O S P R L D E I T
E R S B O S Y P S I D T N E
U E U L M N E E E Y E S T S
G G B R A I N N V W R S S E
N N A D C A D D R A N E G O
O I L C H H I I E E C A F T
T F I N E C K X N Y R A L A

*NOTE: Pull this sheet out of your LAP to keep for puzzle and reference.**

When you have some extra time, perhaps you would like to play with this. How many did you find?

SPECIMEN COLLECTING

Study Sheet for Activity #6: MEDICAL SHORT HAND SHEET

TIME SYMBOLS

q.d.------every day

q.o.d.----every other day

BID-------twice a day

TID-------three times a day

QID-------four times a day

q.4h------every 4 hours

q2h.------every 2 hours

A.M.--------morning

P.M.--------afternoon

H.S.--------bedtime (hour of sleep)

ad lib------as desired

PRN---------when requested

AC----------before meals

PC----------after meals

STAT -- means emergency, has to be done immediately

MEASUREMENTS

c------with

s------without

q------every

c.c.--------cubic centimeter

m.l.--------milliliter

oz.---------ounce (30 c.c.)

HOSPITAL DEPARTMENTS

C.S.R.-----Central Supply Room

E.R.-------Emergency Room

O.R.-------Operating Room

O.B.-------Maternity (Obstetrics)

R.R.-------Recovery Room

I.C.U.-----Intensive Care Unit

Ped.-------Pediatrics (children)

P.T.-------Physical Therapy

O.T.-------Occupational Therapy

E.E.G.-----Electroencephylograph Room

E.K.G.-----Electrocardiograph Room

ALSO:

X-Ray

Laboratory

Dietary

Medical Records

Medical Library

Admitting Office

Housekeeping

Plant Engineering

Purchasing

Personnel

Traction Room

NURSING ASSISTANT

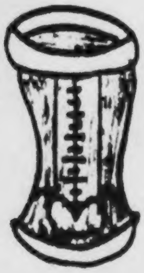
SPECIMEN COLLECTING

LAP #9

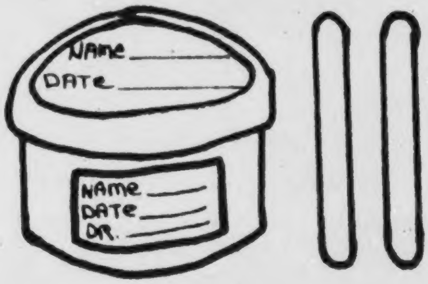
PRE AND POST TEST

NAME ______________________________

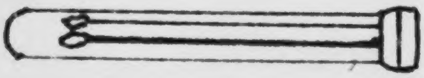
1. Write the names of each specimen container in the blank provided.



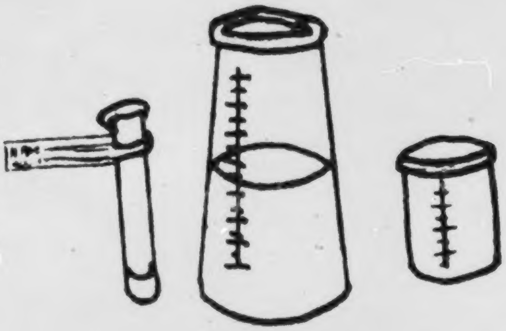
____


Name
DATE
NAME
DATE
DR.

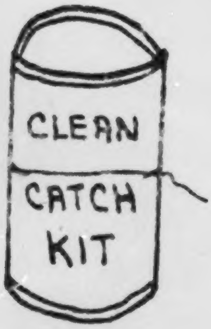
____

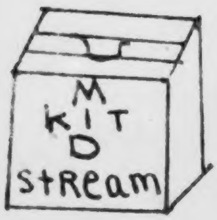


____



____


CLEAN
CATCH
KIT


M
KIT
D
stream

____

NURSING ASSISTANT

SPECIMEN COLLECTING

LAP #9

PRE AND POST TEST cont.

NAME ______________________________

2. Write the appropriate word or words beside each abbreviation.

Q.4h ______________________________

q.d. ______________________________

PRN ______________________________

PC ______________________________

P.T. ______________________________

ē ______________________________

oz. ______________________________

C.S.R. ______________________________

I.C.U. ______________________________

Ped. ______________________________

3. Describe in detail how you are going to collect a stool specimen from your patient and what you have to teach him to do.

4. Describe in detail how you are going to collect a Clean-catch urine specimen and how to teach your patient his responsibility in the procedure.

NURSING ASSISTANT

SPECIMEN COLLECTING

LAP #9

EVALUATION

NAME ____________________

The student can	Date Completed	Initial
1. given a specimen collecting tray, identify given types of specimen collectors.		
2. demonstrate an understanding of the nursing assistant's obligations when obtaining given specimens by completing an assigned role playing activity.		
3. obtain a urine specimen and complete a sugar and acetone test using specified experimental methods.		
4. demonstrate an understanding of containers for and methods of collecting specimens by completing given assignments.		
5. recognize given medical abbreviations by completing a teacher given assignment.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: APPLIES HOT AND COLD APPLICATIONS,
GIVES SITZ BATH AND USES METHODS OF RESTRAINT

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Explains procedures for using water bottles.	Recall	Easy
2	Gives sitz bath.	Manipulation	Moderate
3	Demonstrates use of various restraints.	Manipulation-Discrimination	Moderate
4	Discusses methods and responsibilities of using a K-pad.	Recall	Easy

ORANGE COUNTY VOCATIONAL SCHOOL   325 N. PALMETTO ST. ORLANDO, FL
MR. SIDNEY HOOFMAN, DIRECTOR   MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

HOT AND COLD APPLICATION

SITZ BATH

LAP #10

NAME ____________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida   32805

HOT AND COLD APPLICATIONS

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. Complete the learning activities.

3. Complete the test.

   A score of 90% is needed on the Health Occupations test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student the skills necessary for using hot and cold applications, giving a sitz bath and using given methods of restraints.

III. Specific Objectives

The student will

1. demonstrate an understanding of the procedures for using a water bottle by completing given assignments.

2. demonstrate an understanding of the procedures for giving a sitz bath by answering selected questions.

3. demonstrate the use of sheet restraint, wrist restraint, and posey in a bed, chair and wheelchair.

4. demonstrate a knowledge of the nursing assistant's responsibilities in using a K-pad by completing a teacher given assignment.

HOT AND COLD APPLICATIONS

IV. Activities, Materials and Resources

1. View Trainex #A-15, Hot and Cold Applications.
2. Practice opening and closing the hot water bags and the ice bags.
3. Complete the worksheet on page 3 of this package.
4. Get together the necessary equipment for giving a sitz bath.
5. Ask your instructor to give you a demonstration of giving a sitz bath. Then practice giving a sitz bath.
6. Complete the worksheet on page 4 of this package.
7. Ask your instructor to explain the K-pad and your responsibilities in its care.
8. View FC-#8, Protecting the Patient.
9. Ask your instructor to demonstrate
    a. sheet restraint
    b. wrist restraint
    c. posey
10. With some classmates, practice using these types of restraints on a "patient" in
    a. bed
    b. chair
    c. wheelchair
11. Read and study Chapter 11 in your Student Manual to prepare for Lap #11.

HOT AND COLD APPLICATIONS

Worksheet for Activity #3:

1. Do you crush ice before filling ice bags? ________________
2. Why? ________________________________
3. How full do you fill the water bottles? ________________

   ____
4. Is it safe to put a rubber article next to the patient's skin?

   ____
5. Why? ________________________________
6. May you give a patient a hot water bottle for his cold feet without asking the nurse? ________________
7. Why? ________________________________
8. How else could you cover a water bottle if you could not find the proper cover?

   a. ________________ c. ________________

   b. ________________
9. If your order from the nurse reads: "ice bag to R. elbow 30 min. T.I.D. p.c. and 1 hr. h.s." what does she mean? Write it out in a complete sentence.

   ____

   ____
10. What is the easiest way to remove the air from a water bottle before putting on the cap?

    ____

    ____

HOT AND COLD APPLICATIONS

Worksheet for Activity #6:

1. List the articles necessary for a sitz bath.

   a. ____________ d. ____________

   b. ____________ e. ____________

   c. ____________

2. What is a safe temperature of the water for the sitz bath?

   ____

3. How long do you usually leave your patient in the sitz bath?

   ____

   ____

4. Is it possible to put a patient into the water when the sitz chair has been electrically plugged in to keep the water hot?

   ____

5. What do you do with the grounding wire? ____________

   ____

6. It is a good idea to put the patient into a patient gown for the procedure since their clothing could easily get wet. When they stand up after the treatment, they will drip water. What would be a good solution to this problem?

   ____

   ____

NURSING ASSISTANT

HOT AND COLD APPLICATIONS

LAP #10

PRE AND POST TEST NAME________________________

1. For the instructor, explain fully or demonstrate the procedures for each of the following:

   a. using a water bottle.

   b. given a sitz bath.

   c. using sheet restraint, wrist restraint, and posey (in a bed, chair or wheelchair).

   d. using a K-pad.

NURSING ASSISTANT

HOT AND COLD APPLICATIONS

LAP #10

EVALUATION

NAME ______________________

The student can	Date Completed	Initial
1. demonstrate an understanding of the procedures for using a water bottle by completing given assignments.		
2. demonstrate an understanding of the procedures for giving a sitz bath by answering selected questions.		
3. demonstrate the use of sheet restraint, wrist restraint, and posey in a bed, chair and wheelchair.		
4. demonstrate a knowledge of the nursing assistant's responsibilities in using a K-pad by completing a teacher given assignment.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: ADMITS, TRANSFERS AND DISCHARGES A PATIENT

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Demonstrates an understanding of admission procedures.	Recall-Discrimination	Moderate
2	Demonstrates an understanding of transferring and discharging a patient.	Recall-Discrimination	Moderate

ORANGE COUNTY VOCATIONAL SCHOOL 325 N. PALMETTO ST. ORLANDO, FL

MR. SIDNEY HOOFMAN, DIRECTOR MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

PATIENT ADMISSION, TRANSFER & DISCHARGE

LAP #11

What cha gonna do with me?

NAME ______________________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

410 Woods Avenue

Orlando, Florida 32805

PATIENT ADMISSION, TRANSFER AND DISCHARGE

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. Complete the learning activities.

3. Complete the test.

   A score of 90% is needed on the Health Occupations test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student an awareness of the duties and responsibilities of the nursing assistant when admitting, transferring and discharging a patient.

III. Specific Objectives

The student will

1. demonstrate an understanding of the obligations of a nursing assistant when admitting a patient by answering given, related questions.

2. demonstrate methods of admitting a patient and noting pre-admission patient abnormalities by participating in a selected role playing activity.

3. demonstrate a knowledge of procedures and obligations involved in transferring and/or discharging a patient by completing a teacher given assignment.

PATIENT ADMISSION, TRANSFER AND DISCHARGE

IV. Activities, Materials and Resources

1. View Trainex #1, *Admitting and Discharging*.

2. Complete the study questions on pages 3 and 4 of this package.

3. Review "Admission of a Patient" in your *Student Manual* and pair up with a fellow classmate to role play the complete admission of a frightened patient. (One student representing the nursing assistant; the other student being the inquisitive, nervous patient.) Use the admission forms on pages 3-5 of this package and admit your patient in the proper manner. Familiarize yourself with the sample inventory on page 5 of this package.

4. Review "Transferring and Discharging" in your *Student Manual*. Then, complete the the study questions on page 6 of this package.

ASSIGNMENT:

1. Read and study Chapters 14 and 15 in preparation for Lap #12, your assignment for tommorrow.

PATIENT ADMISSION, TRANSFER AND DISCHARGE

Study Questions for Activity #2:

1. Your patient is probably frightened upon admission although he or she may try to hide it. It is very important that you treat the patient with interest and concern. List 5 things that are within your limits for helping to make the patient feel more comfortable in his patient unit.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

2. Your charge nurse will depend on you to observe the patient carefully, both for his attitude and his physical findings. Be alert for bruises and sores already on the patient. Why should you describe these things accurately?

   ____

   ____

3. Using the two forms that follow, admit your patient as you would in the hospital. Tear these sheets out of the LAP for usage.

MEMORIAL PARK HOSPITAL

FORM 1

NEW ADMISSION

Name ____________ RM.# ______

T ________ P ________ R ________

B/P ________ WEIGHT ________

CHIEF COMPLAINT ____________

ALLERGIES ____________

COMMENTS ____________

____

SIGNED ____________

CHECKLIST

SIGNED "Release for Responsibility for Valuables" ______

INSTRUCTED PATIENT ON USE OF:

Call signal and intercom ______

Emergency signal ______

Radio and TV ______

Telephone and electric bed ______

SIGNED ____________

PATIENT ADMISSION, TRANSFER AND DISCHARGE

Study Questions for Activity #2 cont.

MEMORIAL PARK HOSPITAL

FORM 2

RELEASE FROM RESPONSIBILITY OF VALUABLES AND BELONGINGS

Patient________________________________

I, (______________________________for______________________________)

do hereby release from Memorial Park Hospital and its employees any responsibility that may be incurred through the loss of personal belongings that I have kept in my possession after being admitted. I have been advised to place money and/or jewelry in the hospital safe. Request deposit of valuables in hospital safe. YES____ NO____

Signed______________________________
(patient or nearest relative)

Date________________ Witnessed by______________________________

PATIENT ADMISSION, TRANSFER AND DISCHARGE

Study Sheet for Activity #3: INVENTORY SHEET SAMPLE

PATIENT NAME

ROOM NO. PATIENT NO.

ARTICLES	QTY.	
DRESSES		
LADIES SUITS		
COATS		
FURS		
LADIES SHOES		
LADIES HATS		
BLOUSES		
LADIES SWEATERS		
GLOVES		
HANDKERCHIEFS		
SLIPS		
FOUNDATION GARMENTS		
NIGHTGOWNS		
ROBES		
SLIPPERS		
POCKET BOOKS		
OVERNIGHT CASE		
MENS SUITS		
TOPCOATS		
SLACKS		
SPORTS JACKETS		
MENS SHOES		
MENS HATS		
ELECTRIC RAZOR		
TIES		
BELTS		
OTHER:		

INVENTORY OF PERSONAL EFFECTS

DATE OF INVENTORY

ITEMS OF SPECIFIC VALUE (RINGS, WATCHES RADIOS, ETC.)

DESCRIPTION	VALUE
color of metal or stone--do not identify metals or stones	

ACQUIRED AFTER ORIGINAL ENTRY

DATE	ITEM	HOW RECEIVED

NOTES ON ARTICLES (LISTING OF ITEMS DAMAGED, LOST, ETC

REMARKS:

CERTIFICATION OF RECEIPT

ON ADMISSION	ON DISCHARGE
SIGNED ______________________	SIGNED ______________________
PATIENT OR RESPONSIBLE PARTY AND DATE	PATIENT OR RESPONSIBLE PARTY AND DATE
SIGNED ______________________	SIGNED ______________________
TITLE DATE	TITLE DATE

PATIENT ADMISSION, TRANSFER AND DISCHARGE

Worksheet for Activity #4:

1. Patients are transferred for a number of reasons. Name 3.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. Now list five things that would be transferred with the patient.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

3. When your patient has been discharged by her doctor, there are always some responsibilities that must be taken care of before she leaves. (You might be responsible for some of them.) Some member of her family must clear with the business office. All of her possessions must be collected, packed, and assembled for easy removal.

4. When a patient leaves the hospital, be as courteous, pleasant and helpful as possible.

5. What would you do if the patient felt obligated to "tip" you or "pay" you to help her to her car?

NURSING ASSISTANT

PATIENT ADMISSION, TRANSFER AND DISCHARGE

LAP #11

PRE AND POST TEST NAME ____________________

1. List 3 reasons why a patient would be transferred.

   a. ____________________

   b. ____________________

   c. ____________________

2. What are some articles you would be obligated to transfer with the patient? Name 5.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

3. Many times patients wish to express their gratitude. What is the best way to handle this offer?

4. List 5 ways you can help make your patient less anxious and more at home in his new patient unit.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

NURSING ASSISTANT

PATIENT ADMISSION, TRANSFER AND DISCHARGE

LAP #11

PRE AND POST TEST cont.

NAME ____________________

5. Why is it necessary that you observe exsisting sores and patient attitude and report them to the nurse?

6. List 2 responsibilities which must be taken care of before a patient is discharged.

   a. ____________________

   b. ____________________

NURSING ASSISTANT

PATIENT ADMISSION, TRANSFER AND DISCHARGE

LAP #11

EVALUATION

NAME____________________

The student can	Date Completed	Initial
1. demonstrate an understanding of the obligations of a nursing assistant when admitting a patient by answering given, related questions.	____________	______
2. demonstrate methods of admitting a patient and noting pre-admission patient abnormalities by participating in a selected role playing activity.	____________	______
3. demonstrate a knowledge of procedures and obligations involved in transferring and/or discharging a patient by completing a teacher given assignment.	____________	______

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: FOLLOWS PROPER PRE-AND POST-OPERATIVE PROCEDURES

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Explains pre-operative procedures.	Recall-Discrimination	Moderate
2	Explains post-operative procedures.	Recall-Discrimination	Moderate
3	Discusses N.P.O. procedures.	Recall	Moderate

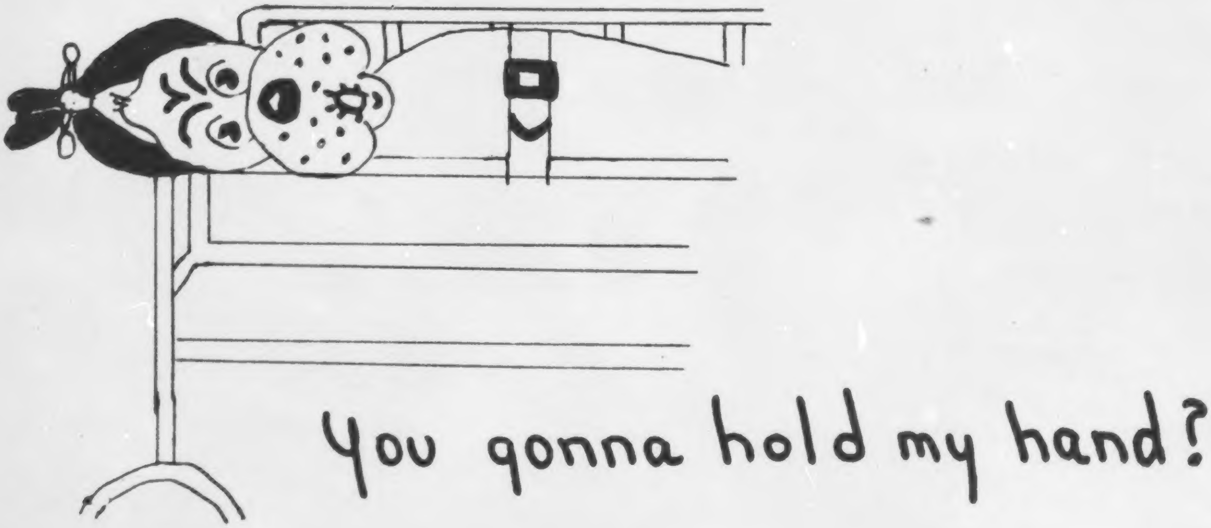
ORANGE COUNTY VOCATIONAL SCHOOL 325 N. PALMETTO ST. ORLANDO, FL

MR. SIDNEY HOOFMAN, DIRECTOR MRS. JOYE MEGOW, R.N., INSTRUCTOR

NURSING ASSISTANT

PRE-OPERATIVE
AND
POST-OPERATIVE

LAP #12


You gonna hold my hand?

NAME ____________________

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Avenue
Orlando, Florida 32805

PRE AND POST OPERATIVE CARE

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. Complete the learning activities.

3. Complete the test.

   A score of 90% is needed on the Health Occupations test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student an awareness of the responsibilities and procedures involved in pre and post operative patient care.

III. Specific Objectives

The student will

1. demonstrate an understanding of the nursing assistant's responsibilities in pre-operative care by answering given, related questions.

2. demonstrate an understanding of the meaning of and procedures associated with the N.P.O. order by completing a teacher selected activity.

3. demonstrate a knowledge of the nursing assistant's responsibilities in post-operative care by answering given, related questions.

PRE AND POST OPERATIVE CARE

IV. Activities, Materials and Resources

1. Situations sometimes occur which prevent scheduled surgery for the pre-operative patient. To become familiar with these and pre-operative procedures, complete the study sheets on pages 3 and 4 of this package. (Reference: Workbook, Chapter 14 and 15.)

2. In order to learn the rules and regulations associated with an "N.P.O." order, complete the study questions on page 5 of this package. (Reference: Workbook, Chapters 14 and 15.)

3. Under the guidance of a nurse, learn your obligations to the pre-operative patient and the post-operative patient. Then, complete the worksheet on pages 6 and 7 of this package.

4. Your next LAP will give you helpful hints and guidance for job interviews and job description demands.

PRE AND POST OPERATIVE CARE

Study Questions for Activity #1:

1. Name 5 observations you could make that should be reported and could cause cancellation of surgery.

   a. ____________________ d. ____________________

   b. ____________________ e. ____________________

   c. ____________________

2. What would you do if your patient said she didn't understand what her doctor was going to do?

   ____

   ____

3. What does prosthesis mean? ____________________

   ____

4. Name 3 prosthetic devices you would remove and safely store for your patient.

   a. ____________________ c. ____________________

   b. ____________________

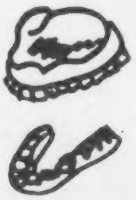
5. What are 2 of our newest fashionable prosthetic cosmetic additions which must be removed?

   a. ____

   b. ____

6. List your duties concerning each of the pictures that follows.

   A.



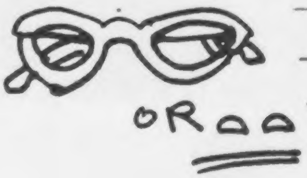
   ____

   ____

   ____

   ____

   B.



   ____

   ____

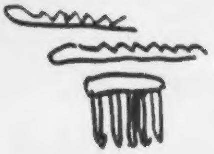
   ____

   ____

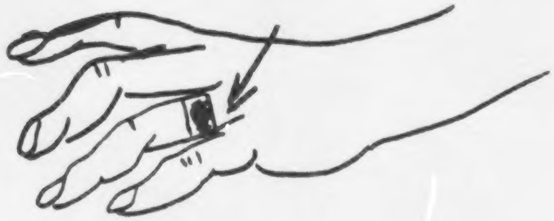
PRE AND POST OPERATIVE CARE

Study Questions for Activity #1 cont.:

C.

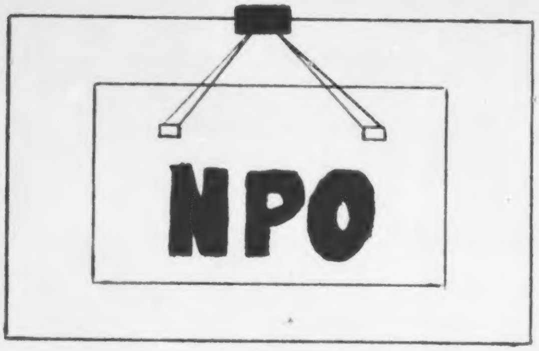


D.



PRE AND POST OPERATIVE CARE

Study Questions for Activity #2:



1. What does this sign mean?______

______

______

2. What do you do to carry out this order?

a.______

b.______

c.______

d.______

3. What are 4 reasons why a patient might be N.P.O.?

a.______

b.______

c.______

d.______

4. Suppose the doctor comes to see the patient while you are there and tells the patient that he may have water and eat now. Are you going to help the patient by giving him some fresh water?____

5. Why?______

______

PRE AND POST OPERATIVE CARE

Study Questions for Activity #3:

1. After surgery the patient is kept in a special room for nursing care until he is sufficiently awake. What is this room called?

   ____

2. When the patient returns to his room after surgery, we consider him a ______________________________ patient.

3. The patient is kept under close watch so that if anything does not function as it should, we should see it immediately. Name some things you might observe that are not normal for these post-operative patients.

   a. patient color - ______________________________
   b. B/P - ______________________________
   c. wound dressing - ______________________________
   d. siderails - ______________________________
   e. respirations - ______________________________
   f. emesis - ______________________________

4. Why is it important that you turn the post-operative patient at least every 2 hours?

   ____

   ____

5. Are you confident that you can turn a post-op patient manually or with a turning sheet? If not, you need assistance from your instructor or practice in the lab--see that you do this!!

6. When a patient awakens, he usually will beg for water. Is it good to give him all he wants?

   ____

   Why? ______________________________

PRE AND POST OPERATIVE CARE

Study Questions for Activity #3 cont.:

7. Is it better to let the patient dissolve ice chips in his mouth?

   ____

   Why? ____

8. Can you actually do either of the above 2 questions without an order from the doctor?

   ____

9. If the patient suddenly starts to vomit, have a hemorrhage, or have a convulsion, what would you do?

   ____

   ____

   ____

NURSING ASSISTANT

PRE AND POST OPERATIVE CARE

LAP #12

PRE AND POST TEST

NAME ____________________

1. Since your patient is wanting more information about what is in store for him, would it be wise for other patients in the room to tell about their operations? ________

   Why? ____

   ____

2. Every operation, no matter how minor, is an important operation.

   Is this true? __________

   Why? ____

3. If a patient plans to have a visitor until she goes to the O.R. and insists that she keep her dentures in place until she leaves, would you allow her to do so?

   ____

4. Why is it so very important to report a patient's cold, sniffles, or sore throat at once?

   ____

   ____

5. What reason would you give the patient for requiring the removal of nail polish, lipstick and other cosmetics?

   ____

   ____

6. Why is the post-op patient kept on his side with his head turned to one side when not fully awake?

   ____

   ____

NURSING ASSISTANT

PRE AND POST OPERATIVE CARE

LAP #12

PRE AND POST TEST cont. NAME ____________________

7. Is it important that we change the post-op patient's position often? How often?

____

8. What are danger signals in the skin color of post-op patients?

____

____

9. Do you think it is true that a patient who is not yet fully conscious can hear others talking and later remember what they said?

____

What bearing does this have on you? ____________________

____

10. What do you look for when taking the pulse of the post-op pt.?

____

What do you watch for when taking the respirations?

____

11. What is the meaning of N.P.O.? ____________________

____

12. List 4 reasons for a patient being N.P.O.

a. ____

b. ____

c. ____

d. ____

NURSING ASSISTANT

PRE AND POST OPERATIVE CARE

LAP #12

EVALUATION

NAME ____________________

The student can	Date Completed	Initial
1. demonstrate an understanding of the nursing assistant's responsibilities in pre-operative care by answering given, related questions.		
2. demonstrate an understanding of the meaning of and procedures associated with the N.P.O. order by completing a teacher selected activity.		
3. demonstrate a knowledge of the nursing assistant's responsibilities in post-operative care by answering given, related questions.		

HEALTH OCCUPATIONS

TASK DETAILING SHEET

JOB ENTRY - NURSING ASSISTANT

TASK: COMPLETES JOB APPLICATION AND INTERVIEW

NO.	STEPS IN PERFORMING TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
1	Discusses importance of dependable references.	Discrimination	Easy
2	Lists 3 references.	Recall-Discrimination	Easy
3	Participates in role played job interview.	Discrimination	Moderate
4	Completes a job application form.	Recall	Difficult

ORANGE COUNTY VOCATIONAL SCHOOL 325 N. PALMETTO ST. ORLANDO, FLA.

MR. SIDNEY HOOFMAN, DIRECTOR Mrs. Joye Megow, R.N., Instructor

NURSING ASSISTANT

JOB APPLICATION AND INTERVIEW

LAP #13

PERSONNEL DESK

NAME ______________________

JOB APPLICATION AND INTERVIEW

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.
2. Complete the learning activities.
3. Complete the test.

   A score of 90% is needed on the Health Occupations test as evidence for the successful completion of this package.

II. Goal: To develop in the Nursing Assistant student the skills necessary for applying for a job.

III. Specific Objectives

The student will

1. demonstrate an understanding of the importance of securing dependable references when applying for a job by participating in a class discussion.
2. list three references which might be used on a job application.
3. demonstrate an understanding of proper conduct during a job interview by participating in a related role playing activity.
4. complete, in writing, a job application form.

JOB APPLICATION AND INTERVIEW

IV. Activities, Materials and Resources

1. a. Listen to and participate in a discussion on the importance of securing three dependable references.

   b. List three references you might use when applying for a job. Include the complete address and phone number of each reference listed.

2. a. Read carefully, "Completing the Application Form," on page 3 of this package.

   b. Complete the Job Application on pages 4-6 of this package.

3. Read and study carefully, "Conducting Yourself During the Interview," page 7 of this package.

4. Choose a classmate for a partner and role play a scene in which one of you plays the role of the employer and the other the role of the nursing assistant applicant.

   Discuss your role playing and make any suggestions which might help your partner to improve. Then switch roles and replay the scene.

JOB APPLICATION AND INTERVIEW

Study Sheet for Activity #2a: COMPLETING THE APPLICATION FORM

You may be asked to complete the company's application form, either before or after your initial interview. It will become a permanent record of you and may be referred to frequently. Each time someone looks at your application it will create an impression of you. Naturally, you'll want that impression to be a favorable one and you should take great care to see that the application form represents your best in every detail.

Follow these simple steps for best results:

1. Read every question carefully at least twice before answering.
2. Follow all instructions exactly.
3. If the application asks for "Place of Birth" give ONLY city and state.
4. If there is a blank for "Salary Desired," and you are not sure what is appropriate, put in the word "OPEN" rather than leaving it blank or stating a definite amount.
5. Check your grammar and spelling.
6. Print or type neatly so there will be no doubt about your facts. If the form states "Complete in your own handwriting," DO JUST THAT -- DO NOT TYPE. Otherwise, a typewritten form may be more satisfactory.
7. Be sure you have the right date(s).
8. Sign your name.
9. Be prepared to give the names of three personal references, other than relatives. Have their complete address and telephone number.
10. BE NEAT AND LEAVE NOTHING BLANK --draw a line through the section that does not apply to you or write the word "NONE" or put N/A.

JOB APPLICATION AND INTERVIEW

Worksheet for Activity #2b:

JOB APPLICATION

(Please Print in Ink)

Date________________ Social Security No.________________

Name________________________________
LAST FIRST MIDDLE

Present Address____________________________
STREET CITY STATE

Permanent Address____________________________
STREET CITY STATE

Phone NO.____________ Date of Birth________________

Height______ Weight______ Color of Hair________ Color of Eyes________

Married____ Single____ Widowed____ Divorced____ Separated______

Number of children_______ Citizen of U.S.A. ______YES ______NO

Related to anyone working for this company?________________________

Position desired____________________ Date you can start____________

Salary desired____________ Are you employed now?____________

If so, may we inquire of your present employer?________________

Ever applied to this company before?__________ Where____________________When______

Referred by________________________________

JOB APPLICATION AND INTERVIEW

Worksheet for Activity #2b cont.:

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE BUSINESS OR CORRESPONDENCE SCHOOL				

Schooling Completed ____________________

Current School ____________________

Draft Status ____________________

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

JOB APPLICATION AND INTERVIEW

Worksheet for Activity #2b cont.:

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

Condition of Health ____________________

Physical defects ____

In case of emergency notify ____

NAME ADDRESS PHONE NO.

____________________ ____________________

DATE SIGNATURE

JOB APPLICATION AND INTERVIEW

Study Sheet for Activity #3: CONDUCTING YOURSELF DURING THE INTERVIEW

When you get the opportunity for an interview, BE PREPARED for a friendly exchange of information. Asking a few intelligent questions about the company or the prospective employer's business is indicative of your interest.

Just before you walk into the interviewer's office, you may experience a bad case of jitters. If you can forget you are talking to a stranger and imagine you are meeting your best friend, half the battle will be won. TALK NATURALLY, WITH CONFIDENCE, AND WITH ENTHUSIASM. Usually, the interviewer will put you at ease quickly. Do not take this as a cue to relax completely.

During the interview do the following:

1. Take a deep breath just before you go in.
2. Smile as you enter.
3. Give your name distinctly.
4. Men should use a firm handshake. (Women are not expected to extend their hands.)
5. Don't hang up your coat or hat unless given the invitation. You may create the impression that you are going to stay for a long time.
6. State your specific job interest.
7. Never answer "anything" when asked, "In what kind of work are you interested?" "Anything" is the red flag--it means nothing!
8. Let the interviewer take the initiative.
9. Answer all questions fully, truthfully, and concisely. Watch the interviewer's attitude and mannerisms to ascertain how much to say. DO NOT TALK YOURSELF OUT OF A JOB.
10. Avoid using slang.
11. Be poised and relaxed.
12. Look directly at the interviewer when talking to him, not at the walls or out the window.
13. Refrain from smoking.
14. Show interest in the job for which you are applying.
15. Never criticize others, including your former employer, even if justified.
16. Never beg for a position.
17. Do not argue or discuss your troubles.
18. Leave promptly when the interviewer indicates the interview has ended. He will usually stand up.
19. Express appreciation for the interview. If you don't get the job, even if you get no encouragement, smile and be a good sport.
20. Thank the receptionist or other person(s) who introduced you.

NURSING ASSISTANT

JOB APPLICATION AND INTERVIEW.

LAP #13

PRE AND POST TEST NAME ____________________

I. Why is it so important to list dependable references when applying for a job?

____

____

II What information should you include when listing references?

____

III. Place an X before the best answer.

A. The following questions refer to filling out a job application.

1. Read every question

_____ a. once, answering as quickly as possible

_____ b. at least twice before answering.

_____ c. aloud to make sure you understand.

2. Follow instructions

_____ a. as best you can.

_____ b. when you feel they apply.

_____ c. exactly.

3. When listing references

_____ a. use relatives if possible.

_____ b. list people who don't know you well.

_____ c. give complete address and phone numbers.

4. If you can't complete a blank

_____ a. write the word "none" or N/A in the blank.

_____ b. leave the blank empty.

NURSING ASSISTANT

JOB APPLICATION AND INTERVIEW

LAP #13

PRE AND POST TEST cont. NAME______________________

______ c. make up an answer.

B. The following questions refer to conduct on a job interview.

1. When discussing the job you want

______ a. be vague.

______ b. say you're interested in anything.

______ c. be specific.

2. If your past boss was lousy

______ a. criticize him if justified.

______ b. give specific details of his treatment of you.

______ c. don't mention it in your interview.

3. As you enter

______ a. look serious.

______ b. take off your hat and coat.

______ c. smile.

4. It will make a better impression if you

______ a. smoke.

______ b. look at the wall instead of the interviewer.

______ c. remain poised and relaxed.

5. Always answer questions

______ a. with a little giggle to show that you have a sense of humor.

______ b. fully, but concisely.

______ c. in exact detail, taking as much time as you like.

NURSING ASSISTANT

JOB APPLICATION AND INTERVIEW

LAP #13

PRE AND POST TEST cont. NAME ______________________

IV. Complete the following.

JOB APPLICATION

(Please Print in Ink)

Date __________________ Social Security No. ____________________

Name __________________ LAST __________________ FIRST __________________ MIDDLE

Present Address __________________ STREET __________________ CITY __________________ STATE

Permanent Address __________________ STREET __________________ CITY __________________ STATE

Phone NO. ______________ Date of Birth ____________________

Height ______ Weight ______ Color of Hair ________ Color of Eyes ________

Married _____ Single _____ Widowed _____ Divorced _____ Separated _______

Number of children _______ Citizen of U.S.A. _______ YES _______ NO

Related to anyone working for this company? ________________________________

Position desired ________________________ Date you can start ______________

Salary desired ______________ Are you employed now? ______________

If so, may we inquire of your present employer? __________________

Ever applied to this company before? ___________ Where ____________________ When ______

Referred by ____

NURSING ASSISTANT

JOB APPLICATION AND INTERVIEW

LAP #13

PRE AND POST TEST cont.

NAME____________________________

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE BUSINESS OR CORRESPONDENCE SCHOOL				

Schooling Completed____________________________

Current School____________________________

Draft Status____________________________

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS & PHONE #	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

NURSING ASSISTANT

JOB APPLICATION AND INTERVIEW

LAP #13

EVALUATION

NAME ____________________

The student can	Date Completed	Initial
1. demonstrate an understanding of the importance of securing dependable references when applying for a job by participating in a class discussion.		
2. list three references which might be used on a job application.		
3. demonstrate an understanding of proper conduct during a job interview by participating in a related role playing activity.		
4. complete, in writing, a job application form.		

ORANGE COUNTY VOCATIONAL SCHOOL

CLINICAL EVALUATION FORM

NURSING ASSISTANTS

This form is to be completed by the instructor at the end of the Clinical portion of the job entry, Nursing Assistant.

NAME
DATE
HOSPITAL
SERVICE

	V.G.	G.	F.	P.	Comments
APPEARANCE					
A Uniform					
B Shoes					
C Hair					
D Skin - clean and free from odors					
COMPETENCY OF PROCEDURES					
A Knowledge of principles					
B Ability to carry out procedures					
C Speed					
D Considers patient safety, economy, comfort					
E Organization of work					
ABILITY TO WORK WITH OTHERS					
A Attitude toward suggestions					
B Attitude toward helping others					
INITIATIVE AND RESPONSIBILITY					
A Reports to nurse	X	X	X	X	
1. On and off duty					
2. Symptoms & changes in patient's condition					
3. Unfinished assignments					
B Responsibility to patient	X	X	X	X	
1. Has self-confidence					
2. Completes assignments					
3. Asks intelligent questions					
4. Is punctual					
VOCATIONAL FITNESS					
A Approach to patients					
B Poise					
C Deportment on duty					

Key: V.G. = Very Good G. = Good
F. = Fair P. = Poor

ADDITIONAL COMMENTS: (Use other side)

Instructor:
Student's Signature:

NURSING ASSISTANT

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2. Banks, Murray, Dr., Record, "Just in Case You Think You're Normal."
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4. *Bed Bath*- (2 parts) J.B. Lippincott, Philadelphia, Pennsylvania.
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6. *Blood Pressure*- Trainex Film A-17, Garden Grove, California.
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10. Decubit Ulcer- Trainex Film A-26, Garden Grove, California.

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12. Enemas- Audio-Scan Tape A-9, Cook Consultants, Ft. Lauderdale, Florida.

13. Heat and Cold- Trainex Film A-15, Garden Grove, California.

14. How to Make a Bed- Audio-Scan Tape FC-3, Cook Consultants, Ft. Lauderdale, Florida.

15. I and O - Trainex Film A-11, Garden Grove, California.

16. Introduction, Audio-Scan Tape 1, Cook Consultants, Ft. Lauderdale, Florida.

17. Lifting and Moving- Audio-Scan Tape, Cook Consultants, Ft. Lauderdale, Florida.

18. Making the Occupied Bed- (2 parts) J.B. Lippincott, Inc., Philadelphia, Pennsylvania.

19. Making the Unoccupied Bed- (2 parts) J.B. Lippincott, Inc., Philadelphia, Pennsylvania.

20. Medical Asepsis- Trainex Film A-17, Garden Grove, California.

21. Moving a Patient Onto a Stretcher, J.B. Lippincott, Inc., Philadelphia, Pennsylvania.

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